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ABSTRACT

This guide was developed to help classroom teachers in Alberta, Canada, assist high school students in preparing for employment. (It was originally designed to accompany Alberta Job Search information presentations.) The guide contains 11 units covering the following topics: introduction, career planning, personal fact sheets, the job search, application forms, resumes and cover letters, interviews, expectations of employers, employment legislation and standards in Alberta, summary of the job search presentations, and needs of special students. Each unit contains a purpose, presentation techniques, information, handouts, and references. Techniques employed within the units include case studies and role playing. Modifications of material for each grade level are suggested. (KC)

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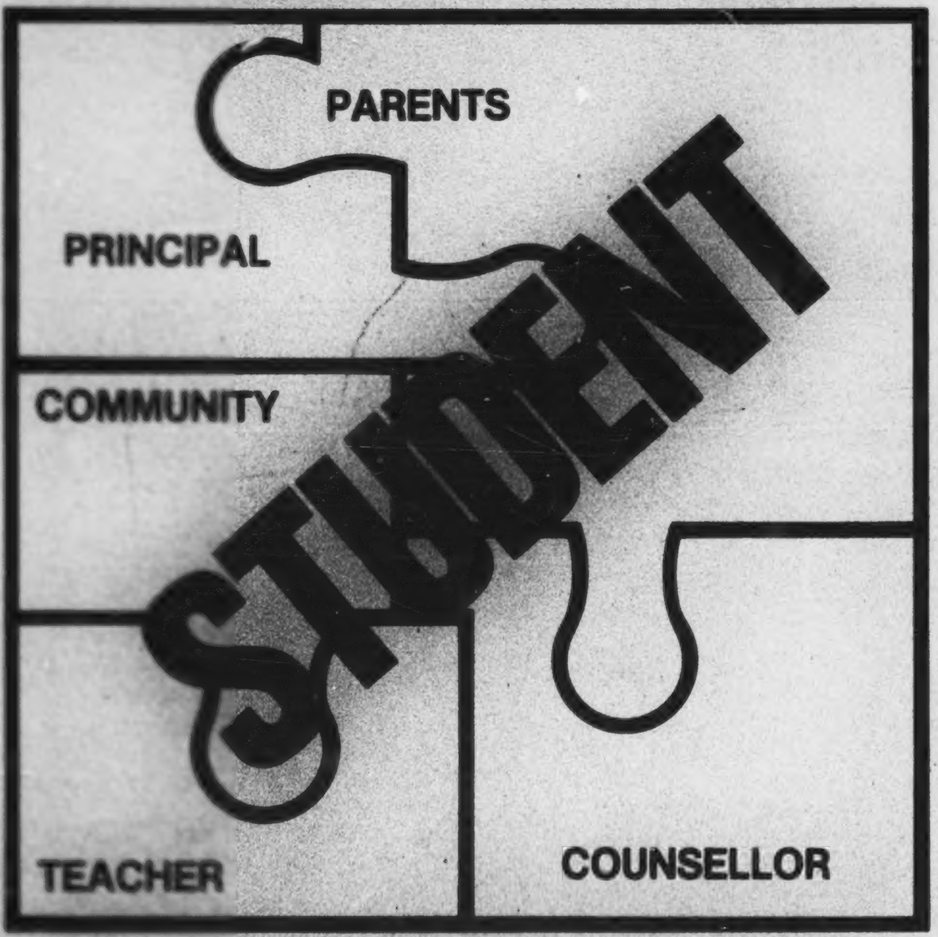
JOB SEARCH INFORMATION GUIDE



SPECIAL EDUCATIONAL SERVICES
ALBERTA EDUCATION
MAY 1986

U.S. DEPARTMENT OF EDUCATION
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EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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FOREWORD

It is increasingly difficult for young people to secure employment in today's competitive job market. To prepare students for this challenge, Hire-A-Student offers Employment and Job Search Information programs.

The Job Search Information service is designed to show students how to find and prepare for a job, and at the same time stress the importance of career planning. This in turn benefits employers because of the student's increased awareness of employer expectations, proper job search techniques, and career decision making processes.

Further, the service can support other career education activities corresponding to those outlined in Guidance and Counselling Services in Alberta Schools (1984). You could modify these presentations to act as "mini-courses," supplements to locally developed courses or as additions to "Career Development Objectives" through courses in the Life Careers curriculum.

At the Grade 9 level, the Job Search Information presentations promote the exploration phase of career development. The material for high school students expands on job exploration and moves on to preparing students for the work force. The presentations reflect the cumulative input of a variety of agencies concerned about the future of today's youth: Chambers of Commerce from across the province, local education personnel, and Alberta Manpower. In addition, the program is evaluated and updated yearly to stay abreast of current economic situations and curriculum changes.

The Job Search service is a 60 to 80 minute presentation given by post-secondary students. This peer-group information sharing has been good for the students and for the effectiveness of the presentation.

When you book a presentation, the Job Search staff will ask what information you feel is most valuable or relevant. In this way, presentations can complement your needs.

Job Search Information presentations are booked at your convenience. However, to maintain cost-efficiency and minimize travel time, staff will try to book schools consecutively and in geographic regions.

To book a presentation, contact the Hire-A-Student Resource Section at 10363 - 108 Street, Edmonton, Alberta, T5J 1L8, or telephone Edmonton 427-0115.

Hire-A-Student is a cooperative program sponsored by local community groups, Alberta Chamber of Commerce, Alberta Manpower, and Employment and Immigration Canada. Support for materials used in the program is provided by Alberta Education.

This document was originally prepared as a guide for the student-presenters. It has been adapted and revised for use by teachers in the classroom.

ACKNOWLEDGEMENT

Alberta Education wishes to acknowledge its appreciation for the support and cooperation of the Alberta Hire-A-Student Committees and Alberta Manpower in the production of this booklet.

Teachers and Counsellors are encouraged to duplicate any materials, including forms, in this Guide that may be useful.

The following numbered pages in this booklet are blank:

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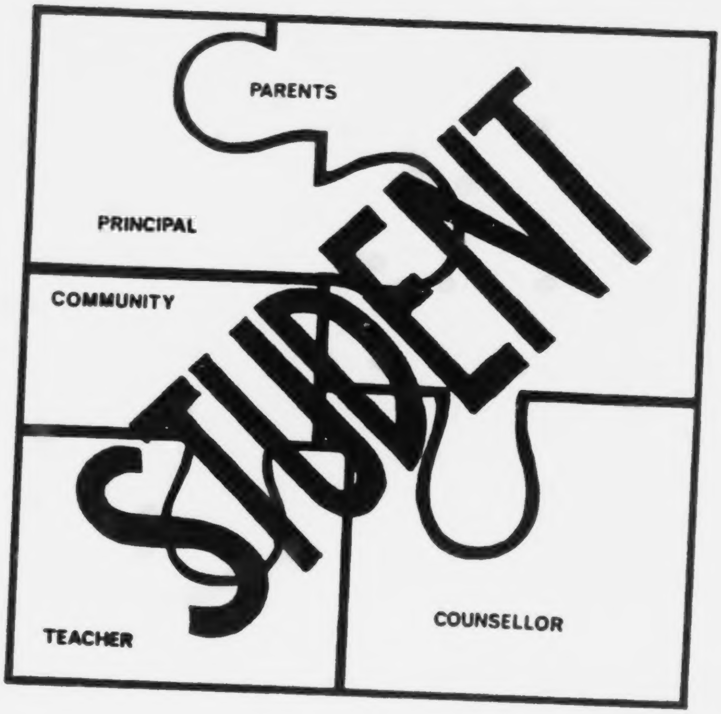
UNIT 1

INTRODUCTION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UNIT 1 - INTRODUCTION

A. Purpose

- To provide an overview of the presentation.
- To establish interest.

B. Presentation Techniques

- Set the tone for an informal discussion, by encouraging the students to ask questions throughout the presentation.
- Immediately involve the students in the presentation by asking them questions:
  - How many of you have worked?
  - What did you do? Why?
  - How did you find your job?
- Listen carefully to the answers or jot them on the board or chart so you can refer to comments the students have made.
- Help the students keep their thoughts organized by highlighting the topics to be discussed in the order they will be delivered.
- The introduction should take no more than two to three minutes and lead directly into the **BEFORE YOU BEGIN** information.

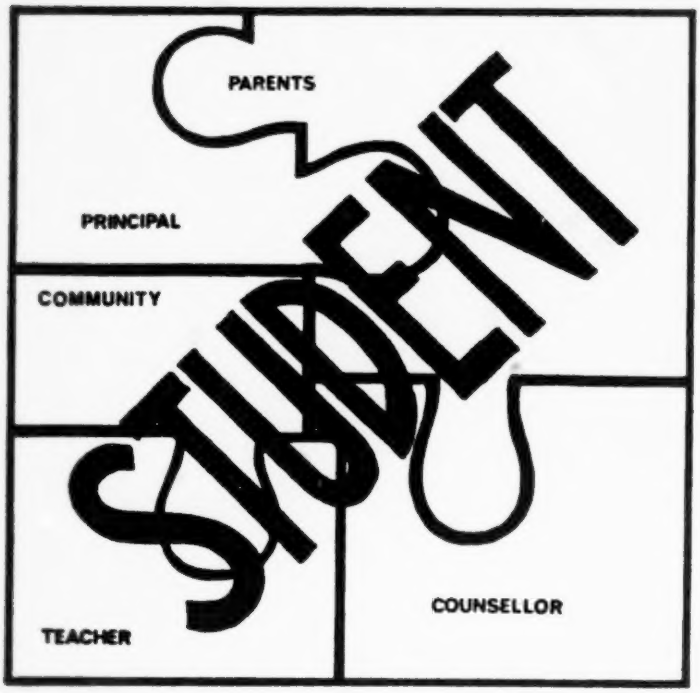
C. Introduction Information - Presentation

- Looking for a job is a job in itself. It is a demanding process far different from the routine of school.
- How many of you have looked for a job? How many were successful?
- In today's tough job market students are competing with trained people for all types of jobs, including casual work.
- This means that in order to be successful in a job search, you must prepare for and complete each step in the process carefully.
- During this class or session we will examine the steps involved in looking for a job: what you should do before you begin looking, how to organize a record of your experiences, ways to look, application forms, resumes, interviews, expectations, and employment related legislation.

- By analyzing this process I hope you will gain some insight into the complexities and intricacies of job search techniques.
- While we discuss the steps to finding a job, notice how often these four points are mentioned:
  - first impression
  - preparation
  - positive attitude
  - realistic expectations.
- These are key to obtaining employment.
- Now, let's find out what you should do before you begin looking for work.

UNIT 2

BEFORE YOU BEGIN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UNIT 2 - BEFORE YOU BEGIN

An Introduction to the Career Planning Process

A. Purpose

- To help students decide what types of jobs they are best suited for.
- To encourage students looking for jobs to concentrate their energies in their areas of interest.
- To introduce career planning and decision-making process concepts to the students.

B. Presentation Techniques

1. General

- This unit is based on the career planning formula:

UNDERSTANDING YOURSELF + KNOWING THE WORLD OF WORK + DECISION MAKING = CAREER PLANNING

- A question and answer technique works well for this section.
- There are some good general questions that initiate discussion:
    - How many of you have worked before?
    - How many have looked for a job?
    - Did you like your job? Why or why not?
    - What are your career goals?
    - Did your job relate to your career goals?
    - Why do you want to work?
    - Could you tell me about yourself?
- Use student comments to work through the formula and show them how career decisions can be made.

- Determine how many students have seen job search presentations before. Ask them if their interests have changed since last year. Use their answers to reinforce the need to continually update a personal inventory.
- Although the information section deals mainly with employment, it is also applicable to volunteer work. Incorporate volunteerism based on class/community activities and available work.
- When introducing the career planning concept, encourage students to view each job they get as a way to discover specific interests and develop skills for future full-time employment.
- The economy may influence student interest/acceptance of the information provided in this unit. In an employer's market, liking a job can become a secondary consideration to getting one. Introduce the personal inventory as being a productive exercise: i.e. gets your thinking organized, may influence school course choices, makes it easier to answer interview questions, is the first step in career planning, etc. This helps students realize the value of taking time to complete one.
- This unit also lends itself well to casual comment on both attitudes and realistic expectations. Attitude is important in a sluggish economy and should be stressed in a positive way. (e.g. "Jobs are hard to find. This doesn't mean you don't bother looking. Instead, really do your homework so you'll have a better chance for success.")
- Do not assume which jobs will appeal to students.
- Good reference sources available at Alberta Career Centres include "Directions For The Future", "The Great Balancing Act", and "Opening Doors, Key to Career Planning".

2. Grade 9

- Focus on **UNDERSTANDING YOURSELF** (i.e. personal inventory). This activity will complement information in the Grade 9 guidance curriculum on how to select appropriate high school programs.
- Cover all the information in detail, ensuring that students understand both the purpose and methodology of career planning.
- As employment opportunities are limited for this age group, examples should relate to volunteer work, household duties, and selection of high school courses.
- Use this section to help students develop realistic attitudes about careers and job opportunities.

- Relating the personal inventory to taking an inventory in a store can help the students understand that it is a long, involved, continuous process.
- Use the handout to supplement group discussion. (p. 2 - 9)
- Employ visual aids as appropriate.
- Time allotment is approximately 10 minutes.

3. Grades 10/11

- Focus on the variety of career options available, on flexibility in career planning, and on recognizing changing interests. The **KNOWING THE WORLD OF WORK** component of the equation should be the base, with the personal inventory as supplemental information.
- Discussion of abilities can focus on transferable skills. For example, you can relate the types of skills developed through extracurricular activity to the world of work.
- Ask students who have seen the presentation previously if their interests or career plans have changed, and use their comments to reinforce the value of continuous self-assessment.
- Ensure that students realize the significance of a positive attitude during all stages of the job search.
- Use the handout and supplement the information with visual aids as appropriate.
- Time allotment is approximately six minutes.

4. Grade 12

- Focus on **DECISION MAKING** with this grade level.
- Discuss career changes, transferable skills and available employment counselling agency services.
- Students should be encouraged to look beyond their immediate situation as the complexities of life increase when a student leaves the confines of school (e.g. bill payment, rent, car payment/maintenance).
- As these students often feel completion of a personal inventory is a waste of time, go over the reasons previously cited to reinforce its value.
- Allow approximately five minutes for this unit.

C. "Before You Begin" Information

- Building a career requires some kind of "game plan". There are three basic steps to developing this plan:

  UNDERSTANDING YOURSELF + KNOWING THE WORLD OF WORK + DECISION MAKING = CAREER PLANNING

- In order to **UNDERSTAND YOURSELF** you need to determine your interests, abilities, and needs: do a personal inventory. You can use this handout to help. (p. 2 - 9)
- Assess your interests by going from very broad ideas to more specific points. Use these to help determine the type of work you would like to do.
- Remember, you do your best when you are motivated and interested in something. Think about it - you may go to school because you have to, but you really try hard in certain subjects because you want to. Jobs can be the same way - so you will be better off finding out what you want before you start looking.
- Next, look at your personal natural resources - your abilities.
- Abilities can be either skills or talents. Skills include things that you have learned or been trained in, whereas talents are natural abilities.
- For example, we can all learn to play a guitar but only some have the talent that lets them play by ear.
- Finally, to complete the process of understanding yourself, consider what your needs are.
- What type of work environment do you prefer? Looking for and obtaining work in an environment suitable to your needs will improve your job satisfaction and performance. Some alternatives include working inside/outside, alone/supervised, with people/with machines or with numbers/with your hands.
- Establishing why you want to work is of key significance. Everyone works for money. Although it may seem beneficial in the short term to work for lots of money, it may be better in the long run to gain lower paying career related experience so you have a better chance of getting a satisfying full-time job.
- As well, working for a short term in order to get lots of money or to become eligible for Unemployment Insurance benefits may decrease your desire to do good work. Poor work usually results in a poor reference and difficulty in obtaining another job. Therefore, it is important to motivate yourself and perform well when working at any job.

- Now put the three together. Once you've determined what you are capable of doing, and what you are interested in learning or improving upon, and what your needs are, then discuss your inventory with friends, relatives, and teachers: they may be able to supply information you forgot or to point out strengths you didn't realize you have.
- The next step in career planning is **KNOWING THE WORLD OF WORK.**
- Currently there are about 7,000 occupations listed in career files so the possibilities are wide open.
- Use your personal inventory to determine general career fields, and use personal contacts, teachers, counsellors, publications, libraries, and career counselling agencies to learn as much as possible about these areas.
- Remember, the career you choose will affect your life-style, so it pays to research carefully.
- Don't rule out jobs that are not traditional. Our labor force is constantly changing and new jobs are always becoming available. What was once an industrial society is now becoming an information society. The result of this change is that jobs requiring provision of a specific service to someone else are steadily increasing.
- The final step in career planning is **DECISION MAKING**, and this can be very difficult.
- After determining your interests, assessing yourself, and conducting as much research about career options as possible, carefully evaluate all your alternatives. Assess which ones best fit your needs, interests, and abilities.
- Select a path to begin pursuing and develop a plan of action to achieve that goal. For example, take a look at jobs you can get now that will be applicable to your long term career plans, and then pursue them.
- At the same time, determine what types of abilities you need to develop that will help you achieve your future goals.
- Throughout this process maintain a realistic attitude. Remember that right now you have few qualifications and may not be that attractive to employers who have numerous applicants from which to choose. Be content with making small steps. Gradual skill development is better than no skill development at all.
- The skills you obtain in extra-curricular activities may be useful to you in other activities or jobs. This concept is called skill transferability.
- Just as the skills you learn may be useful in more than one activity, going through the career planning process may prove useful in other areas of your life. For example, you'll find that completing a personal inventory can help you select appropriate future school classes, summer jobs, volunteer work, and post-secondary institutions.

- The information on the personal inventory can also help you answer questions such as "tell me about yourself", or "what can you offer this company?" You'll be able to market yourself better: an essential in today's competitive job environment.
- It also lets you screen yourself and decide if you have the qualifications for an advertised job.
- Before going onto the next topic, there are a couple of points to remember.
- You need to regularly update your personal inventory because interests and needs change, and you must reassess your career decision accordingly.
- It's also important to know that the most effective career decisions include flexibility and the provision of alternative courses of action.
- The more work you put into this important job search step, the better your chances of success.

D. Supplementary Information

As mentioned previously some units have supplementary information that may provide more insight into the topic, be appropriate for certain presentations, or help answer questions the students raise. The following information will be particularly helpful when explaining to students how skills developed through extra-curricular activities can be used in a work environment.

1. Skills/Talents/Abilities

To help you explain skills, talents, and abilities, the following definitions were taken from the Gage Canadian Dictionary.

ABILITY - applies to the demonstrated physical or mental power which may be either natural or acquired, to do a certain thing well.

TALENT - applies to a capacity to do a special thing, which is inborn in a person, never acquired, and which is or can be developed through training and use.

SKILLS - an ability or technique that can be learned or gained by practice or knowledge.

2. Interests

Helping students identify their interests may require you to state common interests. Generally, people's interests can be divided into six groups:

a) Athletic/Mechanical - people who prefer to work with objects, machines, tools, plants, animals, or to be outdoors.

b) Clerical - people who enjoy working with data or numbers, carrying things out in detail, or following through on other's instructions.

c) Leadership - people who like to work with people, influencing, swaying, leading, or managing time.

d) Instructing - people who like to work with people to inform, enlighten, train, or develop them. These people are usually skilled with words.

e) Artistic - people with artistic, innovational, or intuitional abilities who prefer to work in unstructured, creative environments.

f) Analytical - people who like to learn, observe, investigate, or solve problems.

(Adapted from: Richard N. Bolles, The Quick Job Hunting Map, 1979)

3. Transferable Skills

Some skills have been labeled "transferable". This means that they are skills common to many types of jobs. Students may develop these skills through extra-curricular activities or volunteer work. Encourage students to assess their skills in relation to potential jobs. Transferable skills can be categorized:

a) Budget management - management of funds, budget, or fiscal control.

b) Supervising - responsible for the work of others. Often requires good communication skills and the ability to listen.

c) Public Relations - meeting and relating to the public.

d) Coping with deadline pressure - time management.

e) Negotiating/Arbitrating - dealing openly and effectively with people in conflict.

   f) Speaking - public speaking, chairing meetings.

   g) Writing - written communication.

   h) Organizing/Managing/Coordinating - includes learning how to delegate.

   i) Interviewing - acquiring information from others.

   j) Teaching/Instructing - explaining information to others.

PERSONAL INVENTORY

By understanding yourself, you will find out what you want from a job. Doing a personal inventory helps you recognize and discriminate between what you would like to do and what you are qualified to do. Answer the following questions with as much detail as possible, and update them regularly.

1. What are your interests?
   Likes ______________________________
   ____
   Dislikes ______________________________
   Favorite school subjects ______________________________

2. What abilities do you have, or will you have, to offer an employer? Skills/talents (i.e. French, public speaking, working with children) ______________________________
   ____
   Abilities to develop ______________________________
   How?______________________________

3. What type of work environment do you prefer?
   Working alone/working with others; being supervised/supervising others; working inside/working outside; other (specify)
   ____

4. Why do you want to work? (Rate the following reasons according to your needs.)
   ___ Experience ___ Money ___ Enjoyment ___ Career Development
   ___ Something To Do ___ Other (specify) ______________________

5. What are your career and personal goals?
   Short term ______________________________
   Long term ______________________________

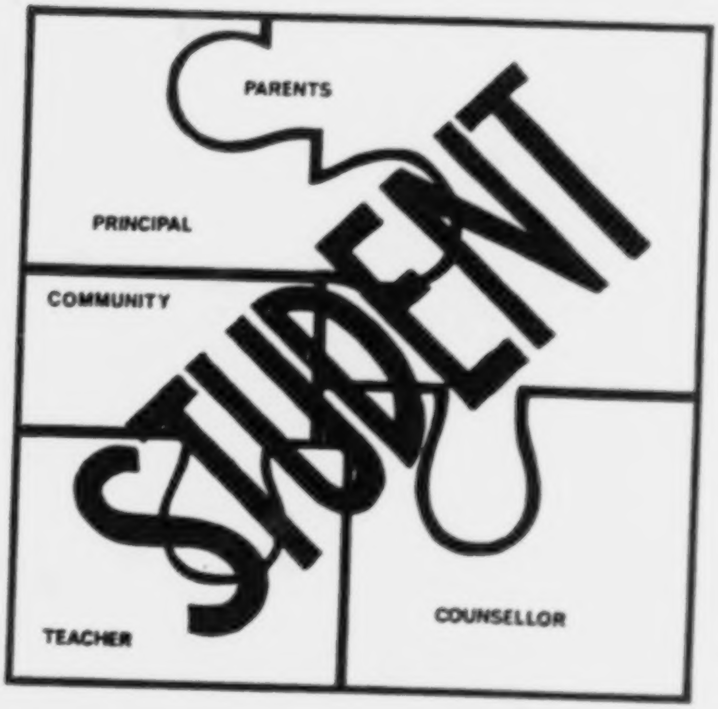
6. What type of work would you enjoy doing?
   Now ______________________________
   In the future ______________________________

7. How can you become involved in this type of work?
   Now ______________________________
   In the future ______________________________

UNDERSTANDING YOURSELF + KNOWING THE WORLD OF WORK + DECISION MAKING = CAREER PLANNING

UNIT 3

PERSONAL FACT SHEET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UNIT 3 - PERSONAL FACT SHEET

A. Purpose

- To provide instruction on how to develop a personal fact sheet of information that can be transferred to application forms and resumes.
- To encourage students to use the personal fact sheet as an important and useful tool in the job search process.

B. Presentation Techniques

1. General

- This section lends itself well to the question and answer method.
- Explain to students that the personal fact sheet is a "cheat sheet"; it is easier to complete an application form if a person simply has to copy information instead of remembering it. For example, introduce the personal fact sheet by asking, "Who has filled out an application form before? How did you remember all the information that was required? Did you keep it in your head, or did you have it written down?" Chances are students will admit that they either had, or should have had, the information written down.
- Emphasize that a personal fact sheet is to be completed before the job hunt.
- Point out that the sample handout (p. 3 - 11) has limited space. Suggest that students transfer the heading to blank paper so they will have room to provide as much detail as possible.
- Test student understanding of the presented material by asking them to solve problems. For example, after discussing the difference between a permanent home address and a mailing address, present them with a hypothetical situation. (e.g. "My friend lives with her parents in Kinsella during the summer but she attends school in Red Deer during the winter. Which is her permanent home address, and which is her mailing address?")
- Use the student's experiences and examples where possible. When discussing the Awards/Achievements section, find out which students have received awards. Try to get four or five student responses and cite these as examples. (Be sure to congratulate the students who tell you of an award received.)

- Ask the students why they should detail information such as non-school courses, clubs/sports/hobbies, awards/achievements, and equipment operation on a personal fact sheet. Use their answers to emphasize the significance of recording as much information as possible.
- Clarify that when completing an application form, they should choose the information from the personal fact sheet that is most relevant to the job being applied for.
- Some students may think they can submit the personal fact sheet to an employer instead of an application form. Be sure to eliminate this confusion.
- Encourage continual updating of personal fact sheets. If students have a home computer, they may want to enter information from the personal fact sheet to simplify procedures.
- Stress that personal fact sheets should always be neat and organized.

2. Grade 9

- Focus on this section as it is the primary component of Grade 9 presentations. This is a good time to get students started organizing for a job search!
- The personal fact sheet is this age level's most useful job hunting tool if it is completed in detail. Encourage students to document all their experiences. Stress that anything from babysitting and paper routes to shovelling walks for a neighbor is valuable experience.
- Having this information on their personal fact sheets will allow them to relate appropriate experience to an employer when filling out application forms.
- Explain that:
    - having the correct spelling of all names allows an accurate transfer of information to application forms;
    - the Education section is designed to provide students with a record of their secondary and/or post-secondary education, involvement in the work experience program and any courses they have taken outside usual school studies; and
    - the Activities area is designed to make students realize skills they have developed through extra-curricular involvement, and how to record them.
- Use student responses or examples relevant to this age level to show what types of skills they have acquired and indicate how these may be transferable to other activities.

- Recording all paid employment under the Experience heading is essential because this will help students assess their own skill development.
- Use the handout to supplement group discussion on the personal fact sheet. Remind students that they are the only persons to see their personal fact sheets. They should not use them in place of application forms.

3. Grades 10/11

- As the focus is on the application form at this age level, a brief discussion of the personal fact sheet is all that is required.
- Little or no time need be spent discussing the personal data section as most students will find it self-explanatory.
- Emphasize the importance of having complete names, addresses, and telephone numbers of employers and references, as well as exact dates worked.
- Explain the significance of extra-curricular activities. Employers often look for personal initiative, cooperation, and additional interests through these types of activities, so as many things as possible should be recorded.
- If students lack extra-curricular experience, encourage them to get involved.
- Suggest that the students begin keeping lists of paid employment, and regularly update them, as this information can prove useful throughout their working lives.
- Explain that the personal fact sheet has several purposes:
    - it makes completing application forms easier as all necessary data are at their fingertips,
    - an organized and complete fact sheet will make preparation of effective resumes easier, and
    - it can help them answer interview questions more effectively.
- Use the handout (p. 3 - 11) to supplement the group discussion.
- Time allotment is approximately six minutes.

4. Grade 12

- Focus on the usefulness of developing a personal fact sheet, with emphasis on the importance of having complete names, addresses, and telephone numbers of both past employers and references.

- Explain how employers can gain a clear idea of a person's abilities and enthusiasm through his/her involvement in extra-curricular or volunteer activities.
- Briefly explain how the personal fact sheet can be used as a handy guideline when compiling a resume.
- Distribute the handout to interested students, or make it available at the end of the presentation.
- Time allotment is approximately six minutes.

C. Personal Fact Sheet Information

- Have you ever considered how much easier it would be to complete application forms if you could have all the necessary information at your fingertips?
- A personal fact sheet is a handy reference to have when filling out an application form. It shows at a glance your personal data, education, extra-curricular activities, work history, and references.
- You may want to organize the information like this sample outline.
- Don't be limited by the amount of space on the sample. Develop your own personal fact sheet and record as much information as possible.
- By recording everything you have done, you can later select those things that are directly related to the specific job you are applying for.

Let's take a look at the personal data section.

- Print your name in full. If you go by a nickname, put it in parentheses beside your given name, e.g. A. (Bob) Dunn.
- Mailing address refers to your present location, where you will be for the next few weeks. It is the street address or box number where an employer can contact you personally by mail.
- Permanent home address may be the same as the mailing address or maybe your parent's address. It is where mail or messages will reach you with certainty for a year or so.
- The telephone is the lifeline to getting a job. If an employer cannot reach you easily, he/she will go on to somebody else. Therefore, if there is no one to receive telephone calls during business hours at your home number, arrange with a friend or neighbor to use his/her number for messages.

- State the hours during which each number should be used and the name of your message receiver. Let your message taker know when you might be receiving a call.
- It is necessary to have a Social Insurance Number to work in Canada. You keep the same number all your life.
- You can apply for a Social Insurance Number at a Canada Employment Centre. You can validate your identification so you do not have to put your originals in the mail. School board members and various officials within the Municipal District and County offices may also validate identification.
- You will need two pieces of identification. One must be a birth certificate, either the original or a certified copy. A second could be a driver's license, report card, or a baptismal certificate.
- If you don't have a Social Insurance Number, apply for one as soon as possible. It will take approximately six weeks.
- Employers sometimes require your Alberta Health Care number; therefore include it on your personal fact sheet so you have it handy.
- For **EDUCATION**, include your school name(s), address, date of commencement and completion of program (where applicable). This ensures accuracy of spelling and dates when transferring this information to an application form.
- If you haven't yet completed your school program, then print "present" for the completion time, e.g., September '84 to present.
- Also include the dates and other specifics of any school work experience program involvement.
- Under non-school courses, list any courses taken outside of school for which you have received a certificate, e.g. swimming lessons, CPR, music.
- Now take a look at your **ACTIVITIES** - things you have done or are currently doing.
- An employer can learn a great deal about you by knowing the kinds of activities that you have been involved in. For example, membership on or management of a baseball team probably indicates that you work well with others.
- If you have done volunteer work, an employer may regard you as a dedicated and enthusiastic individual.
- Examples of volunteer activities may include being on a set-up/clean-up committee for school dances, reading to patients at the hospital, or working at a bingo for the community league.

- Clubs and sports include being on Student Council, being a member of a debating or chess club, or a baseball or volleyball team. Do not forget individual sports such as track and field and figure skating or music lessons.

- Hobbies are things you choose to do in your spare time, such as model building, sewing, rebuilding trucks.

- List any awards and achievements such as athletic or academic awards, public speaking awards, or a good citizenship award.

- What kind of qualities would an employer think you possess if you have won an award? He/she might consider you to be ambitious and willing to work hard to achieve something.

- Under equipment operated, be sure to list everything that you can operate (i.e. farm machinery, switchboard, cash register or computer).

- Several questions are listed under **EXPERIENCE** to help you identify your skills and responsibilities. You can also refer to your activities section to see if any of these questions would also apply to any of the items listed there.

- Home/neighbourhood duties range from mowing the lawn, looking after younger brothers and sisters, to helping out on the farm. Avoid underestimating the value of skills you develop performing these duties.

- Paid employment means any job you have had, including baby-sitting and paper routes.

- Remember to check for spelling and accuracy when listing past employer/company/supervisor names, addresses and telephone numbers. The Postal Code is part of the complete address.

- Once you've had more than two jobs, it becomes difficult to remember addresses, telephone numbers, exact wages, and how long you worked at each location.

- Students often confuse employer with owner or supervisor. If I work for Rose Bush at Budding Fashions, who is my employer? The correct answer is the company name - Budding Fashions.

- Employers also want to know the name of your supervisor. This is the person who gave you instructions when you worked for that company and thus the individual most knowledgeable about the quality of your work.

- Don't use the owner or manager's name unless he/she was also your immediate supervisor.

- If there was no company, write out the full name of the person you worked for. For example, if you worked on Mr. Jim Day's farm, then print his full name.

- Under skills/duties, ask yourself the following questions:
  - Were you responsible for money?

  - Did you assist with inventory, ordering, and receiving supplies?
  - Did you operate or repair machinery?
  - Did you have to keep records or books?
  - Did you deal with customers?
  - Did you supervise others?

- Be sure to state explicitly all the skills that you have acquired at your past jobs so you can transfer the information to application forms.

- Don't forget to update your personal fact sheet after every job. This is easier if you are able to obtain a copy of the job description.

- **REFERENCES** are people who can supply information about your personal character and work habits to a potential employer. They should be able to tell the employer more about what you've said on your application form. The best reference is one who can make positive, honest comments about you.

- Employers prefer people who have known the applicant in a work related environment, such as past employers, supervisors. However, if necessary, you can use teachers, coaches, or youth workers: people who can tell employers about your general work habits, punctuality, and ability to get along with others.

- Using a status person like a mayor or judge is not necessary, especially if the person does not know you very well.

- Do not use relatives, friends, or an employer who has fired you as references. Relatives are likely to be biased, references from friends lack credibility, and it is pretty obvious what an employer who has fired you will say.

- It is essential that you ask people for permission before using their names as references. Tell them the position for which you are applying so they can prepare their thoughts about your ability to perform that job.

- List a number of references so you can select those most suitable for the position you are seeking, i.e., people from jobs in the same field of work.

- Once you have completed your personal fact sheet, have someone read it for errors and omissions.

- Look at your personal fact sheet again and compare it to your personal inventory. You may want to make changes to both forms.

- Next examine the types of experiences you have gained. Are they related? Would you like more experience in your chosen field? Would related volunteer work help? Try to find ways of furthering your experience and improving your potential of finding a job. Spend a lot of time on this process, it can be beneficial in the future. If you don't have a lot of experience, volunteer or become involved in extra-curricular activities.

- Keep your personal fact sheet up to date so it will always be a handy job search tool.
- If you have a computer at home, you might want to enter the data from your personal fact sheet on it. This makes updating easier.
- Remember that taking the time to prepare a thorough personal fact sheet will actually save time in the rest of the job search process.
- This completes the at-home preparation required for a job search. Once you have analyzed your own interests and skills and have recorded all your experiences, you are ready to start looking for work.

D. Supplementary Information

Using a variety of examples that are appropriate for the audience can make the presentation more interesting.

1. Non-School Courses

Computer Camp
Drivers Education Course
Baby-sitting Course
Hockey School
Exchange Program
Hunter Education
Self Defense Course
Swimming Lessons
First Aid/CPR (Cardiopulmonary resuscitation)
Additional Language
Credit Course
Sports Camp

2. Volunteer Experience

Community Dances
Sports Days
School Committees
Bingos
Civic Events e.g., Olympics, Papal Visit, Highway Cleanup
Venture Programs
Crisis Phone Lines
Meals on Wheels
4H Events
Volunteer Instructor/Coach
Political Campaigning
Camp Counsellors
Neighborhood Watch
Food Banks
Fund Raising
Helping Local Employers
Helping Senior Citizens
Rodeos
Church Events
Assisting Neighbors
Canvassing for Societies

3. Clubs and Sports

- 4H
- Brownies
- Cubs
- Guides
- Rangers
- Drama Club
- Debating Club
- Photography Club
- Gun Club
- Camp Fire Girls
- Figure Skating
- Ski Team
- Swimming
- Hockey
- Yoga
- Martial Arts
- Lacrosse
- Badminton
- Track and Field
- Marathon Running

4. Hobbies

- Hunting
- Trail Biking
- Orienteering
- Model Making
- Photography
- Kite Flying
- Snowmobiling
- Collecting
- Music/Band
- Food Appreciation
- Fly Tying
- Furniture Building
- Puzzles/Games
- Cycling
- Automotives
- Horseback Riding
- Rodeoing
- Travelling
- Reading
- Customizing Vehicles
- Computers
- Crafts
- Fishing
- Gourmet Cooking

5. Skills Learned/Applied

- Administering Programs
- Analyzing Data
- Appraising Services
- Budgeting Expenses
- Checking for Accuracy
- Coaching Individuals
- Collecting Money
- Compiling Statistics
- Coordinating Events
- Corresponding
- Counselling
- Delegating Responsibility
- Dispensing Information
- Displaying Ideas
- Editing Written Materials
- Evaluating Problems
- Exhibiting Plans
- Finding Information
- Handling Complaints
- Interpreting Languages
- Interviewing People
- Meeting the Public
- Monitoring Progress of Others
- Operating Equipment
- Persuading Others
- Planning Agendas
- Problem Solving
- Programming Computers
- Promoting Events
- Protecting Property
- Raising Funds
- Repairing Mechanical Devices
- Running Meetings
- Selling Products
- Serving Individuals
- Setting Up Demonstrations
- Sketching Charts or Diagrams
- Speaking In Public
- Supervising
- Teaching Classes
- Updating Files
- Writing Clear Reports

PERSONAL FACT SHEET OUTLINE

PERSONAL DATA

Surname ______________ First Name ______________ Middle Name ________

Mailing Address: _________________ Permanent Home: ____________________

_________________ ____________________

_________________ ____________________

_________________ ____________________

Telephone Number: Home _______________ Messages ____________________

Social Insurance Number ________________ Alberta Health Care ___________

EDUCATION

School	Address	Dates Start Left	Program (e.g. general, academic)

WORK EXPERIENCE PROGRAM INVOLVEMENT

Position	Employer	Address	Dates	Supervising Teacher

NON-SCHOOL COURSES (e.g. first aid, driver training, hunter education)

Course	Certification Date	Skills Learned

ACTIVITIES

Volunteer: (e.g. rodeo attendant, mowing lawns, clean-up committee)

Type of Work	Dates	Skills Learned/Applied

Clubs/Sports/Hobbies: (e.g. student union, 4H, basketball, sewing)

Activity	Dates	Skills Learned/Applied

Awards/Achievements: (e.g. academic, athletic, 4H, service)

Achievement	Dates	Skills Learned/Applied

Equipment Operation: (e.g. adding machine, computer, lawnmower, tractor)

Type of Machine	Length of Time	Skills Learned/Certificate

EXPERIENCE

Note: To help identify your skills and responsibilities, ask yourself

- were you responsible for money?
- did you assist with inventory, ordering and receiving supplies?
- did you operate or repair machinery?
- did you have to keep records or books?
- did you deal with customer complaints?
- did you supervise others?

Home/Neighborhood Duties (e.g. mowing lawns, baby-sitting, farm work)

Position: ______________ Dates: ______________________________
Skills Learned/Applied: ____
Employer: ______________ Address: ________________ Phone: ________

Position: ______________ Dates: ______________________________
Skills Learned/Applied: ____
Employer: ______________ Address: ________________ Phone: ________

Formal Employment (e.g. delivering papers, cashiering, waiting on tables)

Position: ______________ Dates: ______________________________
Skills/Duties: ____
Employer: ______________ Address: ________________ Phone: ________
Supervisor: ____________ Address: ________________ Phone: ________
Starting Wage: _____ Leaving Wage: _____ Reason for Leaving: ________

Position: ______________ Dates: ______________________________
Skills/Duties: ____
Employer: ______________ Address: ________________ Phone: ________
Supervisor: ____________ Address: ________________ Phone: ________
Starting Wage: _____ Leaving Wage: _____ Reason for Leaving: ________

REFERENCES (attach photocopies of letters of reference)

Name	Address	Telephone	Occupation	Years Known

ADDITIONAL INFORMATION

The following are typical questions employers ask during reference checks. Use these questions to help you decide who could provide an employer with accurate, positive, and honest comments about you. You may choose to discuss these questions with your references as well.

Questions for previous employers

Would you rehire this person?

How long was he in your employ?

What were her duties?

Did he get along with others?

Was she reliable? Capable? Punctual?

Why did he leave your company?

Questions for personal references

How long have you known this person?

What could you say about her character?

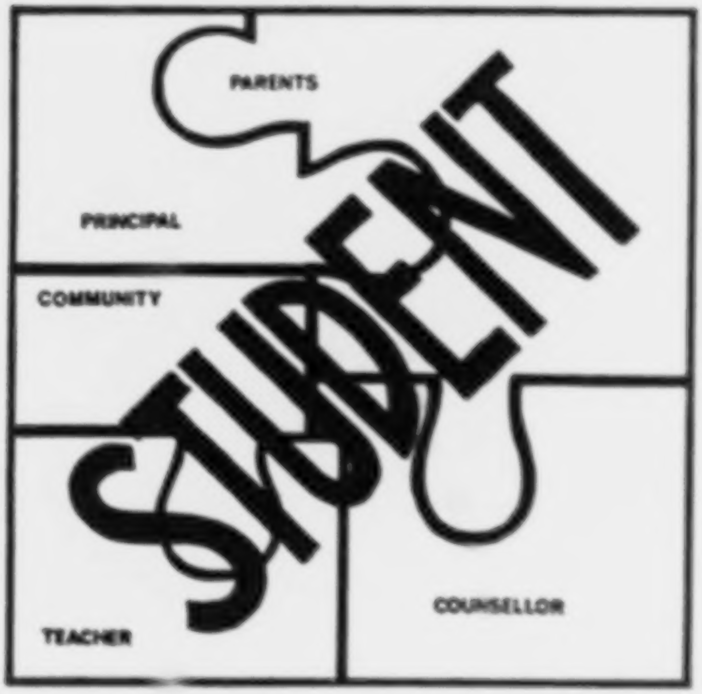
What are his areas of strength?

What are her areas of weakness?

How do you feel this person could fit into this position/organization?

UNIT 4

WAYS TO LOOK


PARENTS
PRINCIPAL
COMMUNITY
STUDENT
COUNSELLOR
TEACHER

UNIT 4 - WAYS TO LOOK

A. Purpose

- To familiarize students with the many and various ways to look for employment.
- To stimulate student thought about the use of personal resources and initiative, in addition to the "traditional" ways of looking for work.
- To emphasize the need for a positive attitude throughout the job search process.
- To promote volunteerism and its value in the development of student experience.

B. Presentation Techniques

1. General

- Use questions to find out if the class requires detailed information or just a review of the important points of this unit.
- Useful questions to determine knowledge levels include
  - How many of you have looked for a job?
  - How many were successful?
  - How did you get it?
  - How did you find out about the job?
- Expanding on student response is an effective means of speeding up delivery of information, while at the same time reinforcing it, e.g. "You got your job through your uncle - that's a great example of using a personal contact!"
- Students tend to underrate personal contacts as a good source. Asking students who have obtained employment this way to raise their hands is a good way to emphasize the effectiveness of this method of finding employment.
- Use student experiences to help you illustrate your point, or to explain a certain method, e.g., "Oh, you've been to a Hire-A-Student Centre. Could you explain what happened when you were there?".
- If a Hire-A-Student centre manager is able to attend a presentation, she should spend a few minutes detailing office location, hours, and specific procedures used.

- Teachers and counsellors should know where the nearest Hire-A-Student Centre is located, and after May 1, provide the address, hours of operation, and the name of the student manager for that centre. This information can be obtained from Area Coordinators or Program Administrators.
- Students should be aware that employer canvassing is hard work and sometimes frustrating. Balance this by telling them how successful it can be, preferably by using a student who has received a job through this "pavement pounding" method.
- Students often don't know how to greet employers with confidence. Use short impromptu role playing to illustrate how a student should and should not greet an employer.
- Role playing also can illustrate the importance of good telephone manners.
- Some counsellors have found it useful during 70 minute or longer presentations to break the class into small groups of three to five people to come up with the eight methods of looking for work. Circulate around the classroom, offering encouragement and assistance. Students are more willing to share their ideas with the class if they have had time to discuss them first.
- Use student interest in sports by dividing the class into two groups, have them name their "teams", and then allocate points for each answer to the appropriate team.
- Visual aids are extremely beneficial. A good way to hold student attention is to conceal the visual aid headings with cardboard strips attached with thumb tacks or velcro. Remove the strips as each method is discussed.
- Remember, most students will know at least a few of the ways to look. Involve them as much as possible and fill in any gaps lecture style.
- Tailor your presentation to the community's opportunities and employment conditions and incorporate area information into the presentation.

2. Grade 9

- Focus on providing an overview of the various ways to look for a job.
- Cover the basic information, stressing the importance of making a good first impression, and having good manners and a positive attitude.
- Encourage students to start developing personal contacts through community, school or club involvement.

- Briefly explain the steps involved in employer canvassing and do a role play. Encourage the students to research the job but omit the information on researching companies.
- "Other media sources" is a very important section for these students. Describe how they can effectively advertise their services locally.
- Discussion on employment agencies should be limited to Hire-A-Student and the services it offers to students of this age group.
- A source of work experience for young students can be an informal type of business, i.e. regular lawn mowing jobs. Discuss 'Creating Your Own Job' in detail to ensure students are familiar with some basic points that must be considered prior to setting up any kind of business.
- Define what the school work experience program is, but do not enter into a detailed discussion because student eligibility varies. Encourage these students to find out more about the work experience program when they get into high school or when they are making their high school choices.
- Promote volunteer work with this grade as it may be their only means of gaining experience. Be prepared to give examples of volunteer agencies and organizations such as Canadian Red Cross, and if possible, their addresses.
- Topics which should not be discussed with Grade 9 students include researching a company, Public Service Commission of Canada procedures, and business letters. These topics are more applicable to higher grades.
- Time allotment should be about eight minutes.

3. Grades 10/11

- Focus on providing detailed information on each of the different methods of looking for work.
- Although the more experienced job hunters will be aware of ways to look for a job, do not assume that they know everything about each source. Remember that you want to assist all of the students in the class, not just the more experienced ones. Each piece of information is likely to be new to at least one student in the group.
- Use student response as much as possible to increase attention and interest.
- Encourage participation in the school work experience program where possible.
- Encourage volunteer work. Students at this age level may view volunteerism as being little more than a waste of time. Explain the benefits of the experience gained through volunteer activities in relation to long term career goals, future job searches, and personal contacts.

- Include information on how to use business letters when employer canvassing.

4. Grade 12

- Focus on providing a summary of the ways to look, along with information on the difficulties they may encounter when looking for a full-time job.
- Stress perseverance, a positive attitude, and realistic expectations.
- Use questions to determine the extent of their knowledge about the various ways to look and to get the students to provide information, e.g. "Who has been to Hire-A-Student? Can you tell the class the procedure at a Hire-A-Student office?"
- Impress upon them that even if they have a job, they might consider doing volunteer work in order to gain different kinds of experiences.
- Provide information on researching companies, and civil service hiring procedures (local, provincial, and federal).
- Discuss creating your own job (entrepreneurship), mention licensing requirements for a full-time business and the government agencies which may provide assistance, i.e. Alberta Tourism and Small Business, Federal Business Development Bank, Counselling Assistance to Small Enterprises, Alberta Opportunity Company.

C. "Ways to Look" Information

- Looking for work can be time-consuming and frustrating. You need to analyze your resources and use as many means of finding work as possible.
- Those of you who have had a job - how did you find it?
- You may be surprised to discover that there are at least eight different ways to look for work.
- **PERSONAL CONTACTS** are often the best way to learn about job opportunities.
- Personal contacts are people like friends, relatives, neighbors, and past employers.
- They may be able to provide you with a job, give you valuable job leads, or tell an employer in the process of hiring that you are looking for work. They may also notice advertisements you may have missed.

- By using personal contacts, you create a grapevine effect. How many of you remember the commercial for a popular shampoo which was an example of the grapevine effect - "I told two friends and they told two friends and so on and so on . . ."
- The more people aware that you are looking for a job, the better your chances of finding one. Try to think of at least 20 people who may be able to help in your job search.
- Don't forget that past employers can give you good leads. They know how you work, your strengths and weaknesses, and will know the kinds of jobs you'd do well. Further, a referral from a former employer is a great way to get your foot in the door of another business.
- **EMPLOYER CANVASSING** involves speaking directly to employers about possible job openings.
- If you are unfamiliar with the local businesses, or if you move to another town, use the Yellow Pages. They contain a list of all businesses and may be a good starting point for employer canvassing.
- Once you have a list of employers, you may contact them by telephone, in person or by letter.
- Contacting an employer by telephone may be the first step of employer canvassing. It gives you an opportunity to gather information about the company, find out if there are any jobs available, or determine if the employer has time to talk to you.
- Find out from the receptionist or a worker the name of the person responsible for hiring and ask to speak to this person. Try to arrange a time to meet with the employer or to fill out an application form. This way you avoid dropping in at an inconvenient time.
- It helps to rehearse what you are going to say before phoning the employer. Developing a script and trying it with a friend or your parents or teachers is the best method.
- Bear in mind that telephone manners are extremely important. Even on the telephone you are making an impression. The person who answers the phone might put in a good word for you if you convey courtesy and respect.
- A good trick is to smile at the telephone receiver when you are talking into it. This makes your voice sound friendlier to the person at the other end of the line.
- Remember, jobs are generally not offered over the telephone. You will have to follow-up in person.
- The second way to contact employers is by using a business letter. This method is usually used when applying for an out of town job.

- Research the company before sending a letter. This can be done over the phone. Find out what the company does so you can describe your skills in a way that will attract attention. This will also ensure that you aren't misled by the company name, or by incomplete newspaper advertisements.
- The letter should be a general inquiry including a brief statement about the kind of position you are interested in, your qualifications, and your interest in the company.
- It should be only one page in length, preferably typed, and accompanied by a resume. Be sure to provide your address and telephone number so the employer can contact you.
- You might find an available job that hasn't been advertised if you go in-person to businesses.
- This takes 'guts' and you may feel uncomfortable doing it, but it shows that you have enthusiasm and initiative. It also gives you an opportunity to meet the employer face to face.
- After telephoning and arranging a convenient time to meet, be sure you know what you are going to say to the employer. "Got any jobs?" is not likely to impress. Instead, try introducing yourself and saying, "I am available to work for you if you ever need someone."
- An employer seeing you for the first time evaluates whether or not you would make a good long-term employee. This is a split second decision, a first impression, often based on your appearance and attitude.
- Dressing appropriately can mean different things, depending upon the position. A general rule of thumb is to dress one step above what you would wear as an employee in that position. Extreme clothing styles are not appropriate.
- For example, if you were applying for a position where it was acceptable to wear jeans or cut-offs, you might wear a pair of rugby pants or cords and a nice shirt. You wouldn't apply for the position wearing a three-piece suit.
- Attitude is another important factor that employers assess. They want to determine if you will fit in with the company's existing staff and/or present a positive image for the company.
- If you lack work experience, a positive attitude can make a big difference when you are being considered for a job. How you act towards an employer is as important as how you appear.
- If you were the employer, would you want to hire anyone with a negative attitude? Probably not.
- When you call on employers, take your personal fact sheet so the necessary information such as Social Insurance Number, names, addresses, and telephone numbers of references, schools, and past employers can be accurately transferred to application forms. If you have a resume, it may come in handy as well.

- Employer canvassing takes perseverance. Don't be discouraged if results are not obtained on the first visit. If the employer suggests it, keep in touch to show you are genuinely interested in getting the work.
- Be considerate of the employer's time when you are canvassing. It is up to you to decide if you should phone first and arrange an appointment, or if you should drop by unexpectedly. Employers tend to have varying opinions about these two approaches. Either way, a good rule of thumb is to determine how busy the employer is as soon as you enter the business, and adjust the length of your stay accordingly. Never make a nuisance of yourself by hanging around the business.
- If you don't get to fill out an application form, developing a personal business card to leave with the employer gives your job search a professional touch. This card should have your name, phone and message number on it. It shows the employer that you are well-prepared, possess initiative and it will help the employer if he/she wants to contact you in the future.
- Another good place to find job openings is in the NEWSPAPER.
- Jobs are usually advertised in the "Help Wanted" section of the classified ads or the "Career Opportunities" section of major newspapers. Newspapers offer you an organized listing of available jobs.
- Be sure to check the whole newspaper as some employers will place their ads in other sections.
- Look for articles announcing the opening of new businesses, expansions, mergers, contracts, and tender awards. This kind of business activity may mean that jobs are being created. Visit these employers. Mention that you read about their company and ask if new jobs will be available. Employers will be impressed with your initiative.
- What jobs would be available if a new video store opened? Video stores may need clerks, temporary help to stock shelves, a delivery person, or janitorial help.
- Keep a copy of each newspaper article or advertisement that outlines the qualifications the employer is looking for. You can then gear your application towards these or prepare for an interview. Also note the name and date of the publication so companies know the source of your information.
- Remember that only about 20% of available jobs are advertised in the 'help wanted' section of the newspaper. Also, everyone looks in the newspaper so you need to apply as early as possible to beat the rush of applications.
- Instead of relying completely on the newspaper, you can keep your eyes and ears open for other job possibilities.
- Sometimes employers will advertise employment on bulletin boards, billboards, store fronts, and even TV.

- These are called **OTHER MEDIA SOURCES.**
- You can use other media sources to advertise your available services. For example, post an ad on the notice board in a grocery store stating that you will type, baby-sit, or whatever. Put your first name and telephone number only (e.g. For typing, call Bob at 234-5678) to minimize prank calls.
- When advertising yourself, think of yourself as a marketable commodity. Try to word your ad so that it makes your skills attractive to potential employers.
- Be sure to get permission before posting your own advertisements on bulletin boards and in store windows.
- Use your personal contacts to advertise your service as well.
- **EMPLOYMENT AGENCIES** such as Hire-A-Student and Canada Employment Centres provide a free referral service to job seekers and employers.
- Hire-A-Student centres vary slightly depending on the size of the community where they are located. For example, larger communities, especially the cities, prefer that students register with them only when immediately available to start work. However, smaller communities may register students prior to the end of the school term and arrange after-school interviews for summer jobs.
- To register, you complete a form that documents your personal information and qualifications. If these relate to a job vacancy, you can be referred for an interview. The employer then makes the final decision on whom to hire.
- In larger centres, there are also private employment agencies that charge employers for their services. This includes things like temporary secretarial or word processing services.
- Be aware that employment agencies do not guarantee employment; they only act as a third party linking the job hunter and the employer.
- Further, their counsellors have a responsibility to send employers the best available candidates, so it is very important for you to dress appropriately when you go to their offices and to have a positive attitude. If you don't impress the counsellor, you are unlikely to get a referral.
- Sometimes you can be referred to more than one employer on the same day that you visit the agency. Be prepared for this by taking your completed personal fact sheet and copies of your resume with you.
- As with employer canvassing, you may have to visit an employment agency many times before being successful in finding a job.

- And don't forget - when you get a referral, it is still up to you to convince the employer that you are the best candidate for the job opening!
- Another type of service that government provides is the Public Service Commission of Canada. This agency handles all applications for federal government positions.
- In addition to applying for advertised openings, you may apply at any time to be included in a standing inventory of applicants who have expressed an interest in employment with the federal government and who have already passed minimum requirements. You may want to pursue this when you are looking for full-time work.
- How many of you set up lemonade stands when you were younger? It may sound funny, but that is an example of **CREATING YOUR OWN JOB**.
- Creating your own job means starting your own business or one with friends, and selling your products or services to people in your community.
- Running your own business takes time and effort, but you will gain valuable experience and you will have the opportunity to be your own boss.
- Can you think of businesses that students could run? Some examples are

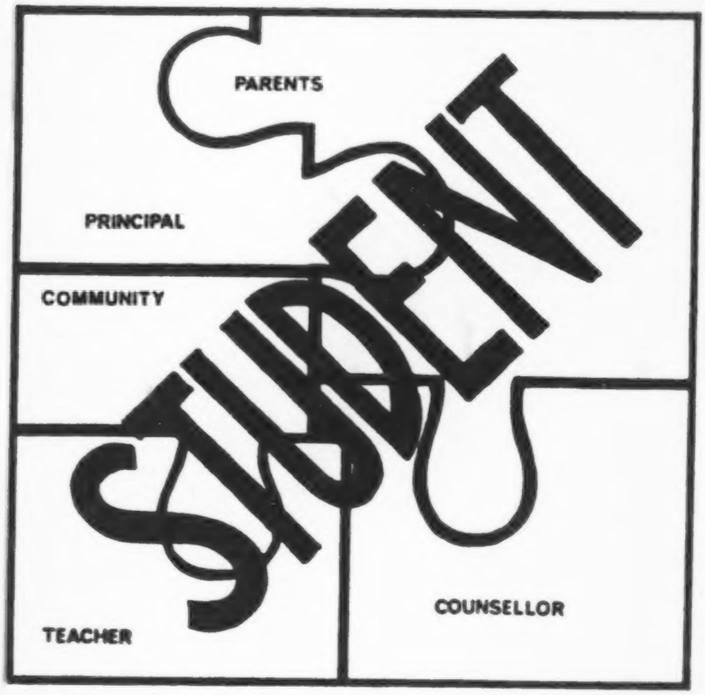
  window washing
  gardening/weeding
  lawn mowing/snow clearing
  picking rocks
  garage sales
  selling baked goods
  laundry/ironing/mending
  working for senior citizens
  typing service
  house sitting (i.e. tend pets, plants)
  car washes
  painting

- Before starting any business, consider a number of factors:
  - is your service marketable - is there a demand? Decide if enough people would use your service to make it profitable.
  - is your work of consistently high quality?
  - what prices will you have to charge to make a profit? Is is realistic to expect people to pay this amount?
  - do you need to invest some money to get started?
  - do you need a business license from the town or provincial government?
  - how are you going to advertise your service? How much money will the advertising cost?
- Your nearest Hire-A-Student office has a pamphlet entitled "Running Your Own Business" which you may find useful and informative.

- If you are completing Grade 12 and thinking of starting your own permanent business, take a look at the assistance available through Alberta Tourism and Small Business and Federal Business Development Bank offices.
- Let's consider another important way to look for work.
- If your school sponsors a **WORK EXPERIENCE PROGRAM**, participation lets you gain experience and credits at the same time.
- Individual school boards determine what pay, if any, the participating students receive.
- It pays to work hard at your assigned station. If you have a good attitude, the employer may remember and contact you when summer or part-time jobs are available.
- Also, the employer may be able to give you a good reference or leads to possible job openings at other businesses.
- Suppose you have tried all of the above methods to find a job, but you are still unsuccessful. If you don't want to sit on your hands until you return to school or find a full-time occupation, what else could you do with your free-time?
- How many of you have considered doing **VOLUNTEER WORK**?
- There are many benefits to be gained by becoming a volunteer.
- It shows future employers that you are dependable, and that you have a good attitude.
- It also indicates that you are willing to work to gain experience.
- Volunteering may supply you with good contacts or references.
- Sometimes a volunteer position can evolve into paid employment.
- Places where you might find work as a volunteer include hospitals, senior citizen centres, town fairs, farmers' markets, bingo games, service clubs, and concession stands. Use your imagination and ask around. You might find work as a volunteer where you didn't expect it.
- Are there any questions about any of these eight ways to look?
- You will find it works best to use a combination of these ways to look for a job. Limiting yourself to one or two sources can limit the number of possible jobs for which you have the opportunity to apply.
- Remember, even though job hunting is very often frustrating and discouraging, it is always important to make a good first impression, have good manners, and maintain a positive attitude.

UNIT 5

APPLICATION FORM


PARENTS
PRINCIPAL
COMMUNITY
STUDENT
TEACHER
COUNSELLOR

UNIT 5 - APPLICATION FORM

A. Purpose

- To familiarize students with common terminology that appears on application forms.
- To provide instruction on how to properly complete an application form.
- To create awareness of the importance employers place on receipt of neat, accurate, and detailed application forms.

B. Presentation Techniques

1. General

- Provide the information by using questions and by lecturing.
- A discussion of application forms can be initiated by asking a question such as, "If you were an employer with 200 application forms on your desk from which you were going to choose ten applicants for interviews, which ones would you pick?"
- Another effective technique is to put up poster size examples of good and bad application forms and ask students to analyze the forms. Circulate around the class and ask individual students to name specific errors on the bad application forms.
- A third technique involves distributing some completed sample application forms to the students. Ask them to assess the forms the way an employer would. Follow this with group discussion so the students may share their findings.
- When distributing the application form handout (p. 5 - 11), make sure the students realize that it is for discussion purposes only and that they will never see one exactly like it since each company makes up its own.
- Stress that the application form is the first piece of work an employer has from an applicant, so students must make sure it leaves a good first impression.
- Explain why they must follow the instructions on any form, e.g. "When the form says, 'please print', if you write, the employer will assume that either you can't read or you don't follow instructions."

- Incorporate local information whenever possible. For example, when discussing how did you learn about this competition, say, "You read about the job in the Echo, so write it out - Lac La Biche Echo, May 8, 1985."
- Be careful that your examples are adapted to each class. For example, smaller communities usually don't have Candy Stripers. "Preferred location" in a rural area will generate a town name, whereas an urban student may indicate a specific area within the city.
- Remember to involve the students as much as possible. For example, to test understanding of the term "post secondary", ask students for examples.
- Continually emphasize the importance of preparation, accuracy, and neatness for this step in a job search.
- A handy reference book is the Job Seeker's Handbook prepared by Career Information Services, Alberta Manpower.

2. Grade 9

- Because the focus of the Grade 9 presentation is on the personal fact sheet, redundant information from the application form section should not be discussed in detail.
- Gauge discussion time according to audience needs and the amount of information retained from the personal fact sheet unit.
- Be sure to clarify terms like "N/A", i.e. not applicable, "bondable", "negotiable", or other words that may be new. Ask questions to find out if the definitions are understood.
- Writing a sample job description on the blackboard and having students take turns answering the application form questions maintains interest and lets you determine if the terminology is understood.
- Time allotment is approximately 13 minutes.

3. Grades 10/11

- This unit is the focus of the complete presentation because students at this age level start to look for part-time work in earnest.

- Although many of these students will have some knowledge and experience with job application processes, ensure that they clearly understand the various terms and the reasons for the questions asked on application forms.
- Use the handout (p. 5 - 11) and visual aid to supplement group discussion as appropriate.
- Time allotment is approximately 18 minutes.

4. Grade 12

- Briefly review terminology with an emphasis on the importance of neatness for a good first impression. Most Grade 12 students have had experience completing application forms.
- Cover the application form from the employer point of view and emphasize why the questions are asked. This can be done effectively by having the students screen some application forms that were completed by the presenter prior to the presentation.
- Remind the students to sign and date application forms.
- Discuss how to research a job and the value of this process as outlined in the supplementary information.
- Use the visual aid as appropriate.
- Time allotment is approximately four minutes.

C. Application Form Information

- One of the most important steps in the job search process is completing an application form. An employer can get a good or bad first impression without ever having met you, just by looking at your application form.
- The following discussion will help you develop an application form that will create a good first impression.
- Read the application form over a least once before you begin. If you have any questions, ask the employer or the person who gave you the form for an explanation.
- Always type or neatly print. If you have trouble printing in small spaces, practice at home. Most employers won't take time to decipher sloppy or cramped writing.
- Use blue or black ink. Although red or orange may stand out more, neither gives a very professional appearance.
- If given the choice, take the application home to fill out so you can take the time to be thorough. You can also have someone proofread it before submission.

- In case you can't take the form home, be sure to have your personal fact sheet with you as it will make completion easier.
- If possible, research the job and/or company before completing the application form. By doing this, you will probably have a better idea of the skills and experiences you should emphasize on the application form.
- Take a look at the handout and go through the sample questions.
- **POSITION APPLIED FOR** means the job you want to do.
- Do not give the slang version of the position title. Use the proper title because it is more businesslike and acceptable to employers. For example, use service station attendant instead of gas jockey, or cashier's assistant instead of bag boy.
- Employers like to hire individuals who have direction. Phrases like "anything" do not show that the applicant is flexible, but that they can't decide.
- If you don't know what positions are available, ask the employer or the person who gave you the form. Also find out if you should fill out a separate application form for each position you apply for with that company, or if you can list available jobs in order of preference on one form.
- **A COMPETITION NUMBER** is often used by large companies and governments to distinguish among various job openings. One number is assigned to each job. It is much like a file number.
- For example, a large company may need two flagpersons, one in Fairview and the other in Nanton. To avoid confusion, the position number in Fairview may have a competition number 932 and the one in Nanton 933.
- If the application form does not have a blank for competition number, this is usually an indication that there isn't one. However, if you are unsure, ask the employer or refer to the job advertisement.
- Where there is a blank, put N/A (not applicable) if there is no competition number assigned to that particular job. By printing N/A you are showing the employer that you have read and understood the question, but it does not apply.
- **PREFERRED LOCATION** is a term used by large companies with openings in different areas.
- The company wants you to indicate the town or city where you want to work. If the business operates in more than one location in one city, they want you to indicate the neighborhood you prefer.

- **HOW DID YOU LEARN ABOUT THIS COMPETITION** The company wants to know how you heard about the job so they can advertise effectively, so state where you heard about the job. If it was through a newspaper, give the name and date. If you used a personal contact, be professional and give their full and proper name, not "Mom" or "Uncle Bill". If it was a former employer, state this and give his/her name and position title.
- For **NAME**, as in the personal fact sheet, be sure to give your proper name in the order that it is requested. Generally last name is stated first. The name used here will be shown on pay cheques and income tax forms.
- If you use a name other than your first name (i.e. your second name), underline it so the employer will know what to call you. If everybody calls you by a nickname, put it in parentheses.
- **PART-TIME/PERMANENT/TEMPORARY/SEASONAL** means the term of employment for an advertised job. If you are in doubt, ask the employer.
- Part-time employment is usually work that involves less than 35 hours per week.
- Permanent employment continues over an indefinite period of time.
- Temporary employment involves regular hours over a specific period of time. For example, eight hours per day for two months.
- Seasonal employment occurs according to the season, e.g. landscaping, Christmas gift wrapper, working at a ski resort, road crew.
- If your **MAILING ADDRESS AND PERMANENT HOME ADDRESS** are the same, print it twice unless otherwise instructed. This shows the employer that you are willing to put in a little extra effort while applying for a job, and will likely put out a little extra effort on the job. Your mailing address is where you are currently living and receiving mail, and your permanent address is your parents' mailing address or a place where your mail can be received and forwarded to you.
- Transfer the **TELEPHONE** numbers (i.e. home phone and messages) recorded on your personal fact sheet to the application form. Since school and business hours are usually much the same, employers could have difficulty contacting you. Make it easy for them: give them two numbers and the name of the person who will take your messages.
- Be sure to check with your message-taker before using their number.
- **ARE YOU UNDER 18 YEARS OF AGE** is a question asked for legislative reasons which we will discuss later in the presentation. You simply answer yes or no.

- **CANADIAN CITIZEN OR LANDED IMMIGRANT** asks if you are legally entitled to work in Canada. Only citizens, landed immigrants, and those with work visas can legally work in Canada.
- If an employee is **BONDABLE**, the employer may take out insurance to protect the company from possible loss or damage caused by the employee. This bond does not protect the employee caught stealing or purposely damaging goods from possible legal action, but is insurance for the employer against such loss.
- Typical jobs for which an employee may be bonded include bank tellers, cashiers, couriers, and housekeepers in motels or hotels.
- There are no hard or fast rules concerning who is eligible for bonding. Each case is considered on a individual basis.
- When responding to a question on an application form that asks if you are bondable, unless otherwise informed, indicate that you are. It is then up to the bonding company to decide whether or not to bond you if you are hired.
- Record your **SOCIAL INSURANCE NUMBER**. If you haven't got one yet, be sure to apply for one as soon as possible because you need one to work in Canada.
- If you have applied for one, but haven't received it, print "Applied For".
- **DATE AVAILABLE FOR EMPLOYMENT** means the date when you are able to start work.
- Use a specific date like "June 25, 1985." Words or phrases such as "immediately" or "as soon as possible" don't give the employer enough information.
- Remember to consider vacation plans, when you will finish your exams, or when you will be leaving your present job.
- **DESIRED SALARY** is tricky to answer. Try to find out the starting wage for the position. If you don't know, don't guess. Avoid over-pricing yourself, or getting less than the going rate. Do not leave a blank. Print in negotiable if you can't determine an acceptable range.
- Copy your **EDUCATION** information from your personal fact sheet.
- State your highest completed grade. This does not mean the grade that you are currently taking, nor the highest mark that you received in a particular year.
- If you are concerned about not being recognized as still attending school, print "currently enrolled in Grade ___" in the space. (Note: presenters should fill in the appropriate grade for that particular class.)

- Post-secondary refers to education beyond high school, such as college, university, apprenticeship courses, etc. Don't be intimidated by this and think that you must have post-secondary education to apply. This question is on the form because one form is usually used for all positions in a company from custodian to manager. Just use N/A if the section doesn't apply to you.
- Sometimes the application form will have a section under Education entitled Other. This corresponds to the Non-school courses section of the personal fact sheet.
- The first page of this application form handout asks for personal data and education, which is basic information. Most employers just glance over this information because it doesn't set one applicant apart from the others. However, if this first page is neat, accurate, and complete, the employer may be persuaded to read the second and most important page.
- The second page requires very specific information such as names, dates, and telephone numbers of past employers, supervisors, etc. Your personal fact sheet is very useful for this, and for reminding you of all the job experiences you have had.
- This page gives you a chance to tell the company about yourself, and how you can contribute to the organization.
- Most applications have space under EMPLOYMENT HISTORY for you to record three to five previous jobs. They usually ask you to list your most recent employment first.
- Employers want to know several facts about your past employment: past employer name, address, telephone, term of employment, supervisor, starting and leaving wage, positions and duties, and reason for leaving.
- Remember the difference between employer and supervisor that was discussed during the Personal Fact Sheet. (p. 3 - 4)
- An employer asks about terms of employment to determine if there are trends in your work history. For example, if you only stayed one month at each of your past jobs, the employer would probably assume that you had a habit of job hopping and might not be inclined to hire you. If each job was a one month project, the employer would react differently.
- Thus when stating your reason for leaving, always provide a brief, positive explanation that will give the employer a better impression.
- What would you indicate on an application form if you were fired from a previous job? It is up to your discretion, but remember that honesty is important. If you were fired, did not indicate this, and the employer later found out, this could be grounds for immediate dismissal. It may be better to state that you are willing to discuss in an interview your reason for leaving.

- Also remember that being fired and being laid off are very different.
- Be careful when providing the reason for leaving because you are also supplying names and phone numbers of previous employers, so any shading of the truth may be discovered.
- Employers are interested in knowing your starting and leaving wages. An increase in wages usually signals improved performance. Also, it might help an employer decide what wage scale interests you.
- Transfer the position and duties information from your personal fact sheet. Remember that employers look for a variety of tasks and usually respond well to action words.
- Don't forget to request permission from all your **REFERENCES** before using their names.
- Use the questions on the personal fact sheet to evaluate yourself and then discuss the questions at the bottom of that handout with your references so they can prepare positive comments about you.
- The **GENERAL INFORMATION** section of the application form is the most important part. It provides an opportunity for you to show the employer that you may be a person worth taking another look at, or inviting to an interview.
- So put down accurate and concise information that will spark employer interest in you. This information can also help the interviewer develop questions to let him/her get to know you better.
- You should be able to draw this information from the Activities section of your personal fact sheet.
- Employers also use this section to assess your written communication skills. Use it to your advantage. How you say something can be just as important as what you say. For example, instead of writing a short phrase such as "student council member", you could say something like "I developed effective organizational and leadership skills during my one year term in the challenging position of Centre High Student Council President."
- If possible, relate the information that you provide in this section directly to the job for which you are applying. For example, you could say, "my interaction with children as coach for pre-school gymnastics would help me in developing a youth recreation program", or "responsibilities as secretary-treasurer for the Centre High Student Council have given me accounting skills applicable to bank teller duties."
- Take time to fill this section out carefully and completely. Show the employer your best side!

- The **DECLARATION** is a statement of accuracy validated by the applicant's signature. Write, don't print, and include the date the application form was completed.
- By signing the application form you're making it a legal document.
- Remember the importance of honesty. Falsified or exaggerated information may disqualify an applicant from a position or lead to dismissal if already hired.
- Before you submit your application form, read it over carefully. Ask yourself, "What is my impression of this applicant? Would I hire me?"
- When mailing an application form, be sure to post it well before the competition closing date.
- If you think it will be to your advantage (i.e. give you an opportunity to talk to the employer and thus the chance to make a good first impression), try to deliver the application in-person.
- Remember, your application form is the first piece of work the employer has from you. Try to ensure that it isn't the last.

D. Supplementary Information

1. In many cases it is advisable for students to research jobs before they apply. This can be done through casual conversation or formal, pre-arranged interviews.

   a) The following is a list of possible contacts for information:

      - the employer (probably the best person to talk to in smaller communities).
      - employees of that business (usually the most accessible people).
      - personnel managers (possibly the only available person in large corporations).
      - libraries (more useful if you are interest in career information rather than a specific job).
      - Chambers of Commerce or the Town Office administration (may be able to give you general business profiles).
      - company literature (some large corporations publish brochures explaining their operations).

   b) Sample questions are useful for initiating discussion with these contacts:

      - what does the company do?
      - how big is the company?
      - are they part of a national chain?

- how many departments are there?
- do they hire students for summer work?
- do they conduct research?
- do they have special equipment?
- what does the job involve?
- exactly what qualifications are they looking for?
- what would the hours of work be?

2. The amount of time spent researching a job depends on the individual's interest and enthusiasm. However, candidates who know what the position is, have some knowledge of the job duties, have at least the minimum qualifications, and are familiar with the company's operations, generally have an easier time with interviews and are rated higher by employers.

SAMPLE APPLICATION FORM

PLEASE PRINT

POSITION APPLIED FOR (Use the appropriate position title. Complete a separate application for each position applied for unless otherwise instructed)	COMPETITION NUMBER (N/A or specify) PREFERRED LOCATION	HOW DID YOU LEARN ABOUT THIS COMPETITION? (Specific location, person or newspaper)

	SURNAME	FIRST	MIDDLE	PERMANENT TEMPORARY	PART-TIME SEASONAL
NAME				(Circle one neatly)	

MAILING ADDRESS (Include the postal code)	PERMANENT HOME ADDRESS (Repeat the mailing address if it is the same as the home address)

	RESIDENCE	BUSINESS/MESSAGES	ARE YOU UNDER 18 YEARS OF AGE?
TELEPHONE	(Establish two numbers you can use)		Yes No (Circle one)

CANADIAN CITIZEN OR LANDED IMMIGRANT Yes No (Circle one)	ARE YOU BONDABLE? Yes No (Circle one)	SOCIAL INSURANCE NUMBER (Complete or note that you have applied for one)

IF SUCCESSFUL, DATE AVAILABLE FOR EMPLOYMENT? (Provide the specific date)	DESIRED SALARY (Use 'negotiable' or better yet research the position to determine a realistic range)

EDUCATION	INSTITUTION	STARTED MONTH	STARTED YEAR	LEFT MONTH	LEFT YEAR	HIGHEST GRADE CERTIFICATE/DIPLOMA
SECONDARY	(Copy information from your personal fact sheet)					
POST-SECONDARY	N/A					
OTHER	(i.e. non-school courses)					

EMPLOYMENT HISTORY

EMPLOYER: (Most recent first) ADDRESS: TELEPHONE: TERM OF EMPLOYMENT: SUPERVISOR: REASON FOR LEAVING: (State in a positive manner)	POSITION AND DUTIES: (Use a copy of the job description or detail specific activity. Use action words)
EMPLOYER: ADDRESS: TELEPHONE: TERM OF EMPLOYMENT: SUPERVISOR: REASON FOR LEAVING:	POSITION AND DUTIES:

REFERENCES

	NAME	ADDRESS	TELEPHONE	OCCUPATION	YEARS KNOWN
1.	(Check with references prior to using their names)				
2.					
3.					

GENERAL INFORMATION (Hobbies, Activities, Volunteer Work)

(Use action words to describe additional skills, experiences, or extra curricular activities related to the position)

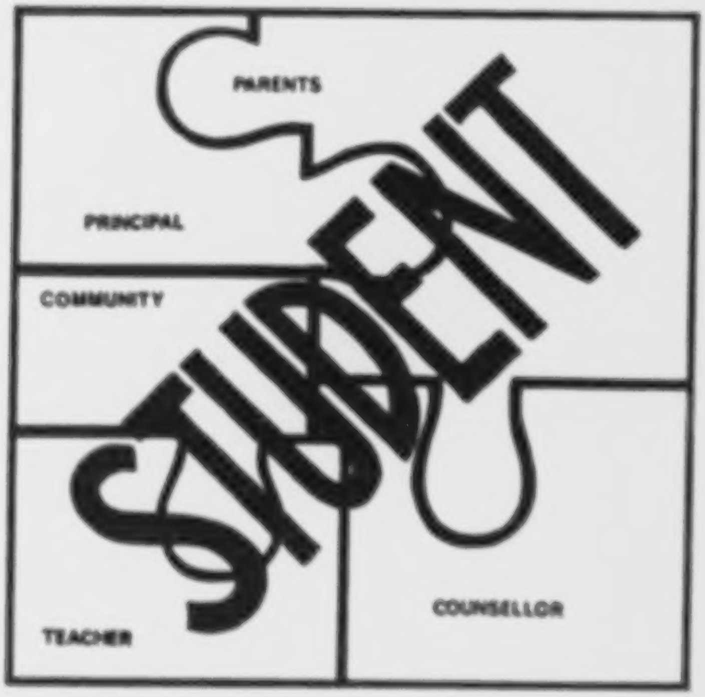
DECLARATION: I hereby declare that to the best of my knowledge, the information on this application form is complete and accurate in every respect. I understand that a false statement may disqualify me from employment or cause my subsequent discharge if I am employed.

DATE: ____________________ SIGNATURE: ____________________

NOW, WHAT IS YOUR FIRST IMPRESSION WHEN YOU REVIEW YOUR APPLICATION?

UNIT 6

RESUMES/COVERING LETTERS


PARENTS
PRINCIPAL
COMMUNITY
STUDENT
TEACHER
COUNSELLOR

UNIT 6 - RESUMES/COVERING LETTERS

A. Purpose

- To explain three different resume formats and when they can be used.

- To clarify the processes involved in the development of a polished resume and covering letter, and to encourage students to use a methodical approach when developing their own.

B. Presentation Techniques

1. General

- This section can be introduced by asking a few questions:
  - "How many of you have heard of resumes?"
  - "Who knows what a resume is? What is it used for?"
  - How many of you have prepared one?"

- Since this lengthy section introduces many new concepts and ideas to the students, the information is best delivered in a lecture.

- A good way to hold student interest during this section is to refer continually to the handout.

- Where possible, and if time permits, a few questions are appropriate to spark some student discussion. However, expect limited response because most students are unfamiliar with resumes and therefore will be hesitant to share their ideas.

- Emphasize the importance of having a well-developed resume, both in appearance and content, even if it means that a student may have to rewrite his/her resume several times.

- Students should be aware that the majority of employers prefer a chronological resume.

2. Grade 9

- The focus is on providing a brief description of what a resume is, and how the word is pronounced!

- Conclude either the personal fact sheet or application form section by saying, "In a few years you'll be applying for more complex jobs and may be asked to provide a resume. This is a concise fact sheet you develop about yourself that gives the employer the same type of information that is provided on an application form. Resumes are sent with covering letters."

- Employers do not usually require resumes for entry level or unskilled positions and most prefer that candidates use the standard application form. Grade 9 students usually do not have the experience necessary to understand the complex resume information provided in so short a time. It could be dealt with as a class assignment, with an evaluation of individual resume effectiveness for each of the students. This method will benefit the students and hopefully prevent submission of inadequate resumes that might be detrimental to student job searches.

3. Grades 10/11

- The focus is on what a resume is, what it is used for, and why.
- Although many students will have heard of resumes, few will know how to compile, organize, and develop the required information.
- For this age level, discuss the chronological resume in detail, providing brief comments on the other formats and how they are used.
- Explain that a resume is a 'story sheet' about an individual: it details educational history, work experience, volunteer experience, club and/or team involvement and any other information that may be pertinent to employers.
- Discuss how the chronological arrangement of the information on the personal fact sheet helps when compiling a resume.
- Explain that while the information on a resume should be kept short and to the point, it must be detailed enough for the employer to gain a clear picture of the applicant's qualifications.
- Clarify that resumes add an air of professionalism to the job search. Often this is the first contact an employer has with a prospective employee; a resume must be a well polished piece of work that reflects the writer's character, experience, and abilities.
- Use the handout as appropriate.
- Time allotment is approximately 4 minutes.

4. Grade 12

- The focus is on providing information on the varying resume formats, with a brief description of the similarities, differences, advantages and disadvantages of each.

- Most of these students will probably be familiar with resumes.
- Refresh their memory about what a resume is, what information it should contain, and why it is used.
- Ensure that students are aware that choosing a particular resume format is dependent upon the type of job that they are applying for, their experiences, and their own personal preferences.
- Outline the process involved in developing a concise resume.
- Discuss the components of a resume, giving examples of words that effectively describe educational history, work experience, club and/or team involvement, and any other information that may be useful to an employer.
- A resume often gives an employer a first impression of the applicant's potential, i.e. the ability to do neat and accurate work, so it is to a student's advantage to ensure that it is well done. It adds a professional touch to the job search.
- Distribute the handout as appropriate. (p. 6 - 11)
- Time allotment is approximately 15 minutes.

C. Resume/Covering Letter Information

- If you have looked at ads in newspapers, you may have noticed that some ask applicants to submit a resume.
- A resume is a concise one to two page fact sheet about a person.
- It includes educational history, work experience, extracurricular involvement, volunteer experience, and references.
- A resume provides information that an applicant would like an employer to know, whereas an application form asks what an employer wants to know. In other words, a resume is an application that you develop yourself.
- Perusing a resume is one way employers select interview candidates, and also a way you can help organize your thoughts prior to an interview.
- There are four steps in creating a resume:
  - Research,
  - Organization and Development,
  - Production, and
  - Distribution.

- The first step, researching a resume, involves accumulating a record of your past experiences, qualifications, and learning about the job and/or company so you can tailor your resume accordingly.
- If you have compiled a personal fact sheet, your personal experiences can be easily selected for inclusion in the resume and thus will make the development phase much easier.
- Learning about the job and the company will require you to talk to the employer. Use the "Application Form, Supplementary Information", p. 5 - 9 and 5 - 10, to expand on this.
- In order to complete the second step, development of a resume, you must decide what type and format you will use.
- There are two types of resumes. A job specific resume is tailored to each position a person applies for. The more common blanket resume provides a general overview of a person's qualifications and can be submitted for any job.
- Regardless of the type of resume an applicant selects, there are several formats that can be used to display experiences.
- The handouts illustrate three common formats called chronological, functional, and crossover.
- The **CHRONOLOGICAL RESUME** (p. 6 - 11), the one preferred by most employers, lists your experiences in the reverse order in which they happened, i.e. the most recent experiences first. This format is the most popular because
  - it is the easiest to compile,
  - it can be quickly "skimmed" by the employer,
  - it is easy to keep short and concise, and
  - it shows development of experience in one area or field.
- One problem with the chronological resume is that it exposes a poor work history or gaps in employment.
- A second format, the **FUNCTIONAL RESUME** (p. 6 - 13), is less commonly used.
- This resume is intended to highlight your special skills or to show where you function well.
- Skills are listed under broad general skill headings.
- If you have gaps in your employment history or minimal work experience, this format might seem beneficial because it does not state company names or dates of past employment.
- However, this could work against you. Employers want to know what specific experience an applicant has and thus may not pay close attention to resumes that don't include this information.

- The third type of format is the CROSS-OVER RESUME (p. 6 - 15). As its name implies, it is a cross or combination of the chronological and functional resumes.
- Like the functional resume, you use general skill headings.
- Like the chronological resume, names of employers and dates worked are included under these general skill headings to show specific experience.
- The crossover resume will draw less attention to a poor work history than a chronological resume, but it may be difficult to keep concise, requires careful organization, and thus takes longer to compile.
- Remember, these are only the common resume formats. It could be to your advantage to do some research at a library if you feel that none of these formats would produce a resume that reflects your individuality.
- Regardless of the resume format you choose, you always include the same basic information.
- The personal data section should contain a current mailing address and two telephone numbers.
- Your educational training should be stated in an orderly manner and irrelevant non-school courses omitted. It is not necessary to list the subjects you have taken in school.
- When describing your experience, start each sentence with a positive action verb that fully explains what you have done, e.g., coordinated, developed, responsible for.
- Volunteer experience that is job related is also included.
- Special skills include the ability to operate machines or vehicles, additional languages, or special training. Describing special skills is helpful, listing irrelevant hobbies isn't.
- Additional information is like the general information section on an application form. You might list titles or positions held (e.g. treasurer) first and then other related involvements.
- You can list your references or indicate that they are available upon request. This latter is probably better if you are preparing a blanket resume because, if you get an interview, it lets you choose the best references for that specific position.
- However, if you do state "references available upon request" remember to take a typed sheet with this information to the interview.

- Be aware of how your resume sounds. Describe personal qualities in a succinct and factual manner. Phrases like "I love working with people" don't tell employers anything. Instead, try more concrete statements like, "I find coordinating group efforts a rewarding challenge" or "I find working with people a beneficial learning experience."
- Some additional tips to make your resume more professional include using the past tense, avoiding over use of the word "I", and making it no more than two pages long.
- When you are ready to complete the third step of resume formation, producing the resume, type it on quality white or off-white paper. Before a resume is read, it is felt. Quality paper may set the employer in the right frame of mind for a quality resume. White paper permits better photocopying by the employer if necessary.
- Center the information on the page so there is at least a one inch border on all sides. Single space between lines and double or triple-space between paragraphs.
- The final step in producing your resume is to get someone to proofread it so that typing errors, spelling mistakes, and grammatical errors can be corrected.
- Once you have completed your resume, put yourself in the shoes of a busy employer with 200 resumes to screen. Is yours physically attractive, well-prepared and does it have good content? If only ten applicants are being selected for interviews, will you make it on the strength of your resume?
- Last but not least, if you photocopy your resume, use only good copies that employers can read easily.
- Now you are ready to distribute your resume to employers.
- A resume must always be accompanied by a **COVERING LETTER**, even if you submit it in person.
- A covering letter is simply a business letter designed to
  - introduce yourself and your resume to the employer and spark his/her interest in you,
  - highlight your related experience that is detailed in your resume, and
  - politely request an interview at the employer's convenience.
- The three basic parts to a covering letter are the introduction, the body, and the closing.
- In the introduction, state the purpose of the letter and the specific job for which you are applying.
- In the body of the covering letter, the next one or two paragraphs, outline your qualifications that relate to that job. Direct the reader's attention to the enclosed resume.

- Finally, the last paragraph or closing of the covering letter should express your interest in the job or company and politely request an interview at the convenience of the employer.
- Remember to put your return address and a telephone number where you can be reached on the letter and to sign and date it.
- A covering letter addressed to a specific person rather than "To Whom It May Concern" is preferable. This requires some homework to find out who in the company is responsible for hiring.
- It is also preferable to have your covering letter typed and proofread.
- Staple the covering letter to the front of your resume.
- Using plastic folders or booklets is not recommended. These gimmicks may catch the eye but they don't get you the job. Often gimmicks make your resume difficult to file, read or store so they become nuisances to the employer.
- Avoid folding the resume and covering letter: enclose them in an envelope addressed to the appropriate person.
- One final word - don't worry if it takes you a long time to develop your resume and covering letter. You will probably have to rewrite them many times before you have the finished product. However, this time is well spent. A good resume helps you get the interview - which is the next important step in getting a job.

D. Supplementary Information

The following action words can be useful when compiling a resume. Use some of them when providing resume information to relate student experience to the development of effective descriptions for job duties.

Administering Programs
Advising People
Analyzing Data
Appraising Services
Arranging Social Functions
Assembling Apparatus
Auditing Financial Records
Budgeting Expenses
Calculating Numerical Data
Checking for Accuracy
Classifying Records
Coaching Individuals
Collecting Money
Compiling Statistics
Confronting Other People
Constructing Buildings
Coordinating Events
Corresponding
Counselling People
Creating New Ideas
Deciding Uses of Money
Delegating Responsibility
Designing Data Systems
Dispensing Information
Displaying Artistic Ideas
Distributing Ideas
Distributing Products
Dramatizing Ideas or Problems
Editing Publications
Enduring Long Hours
Entertaining People
Estimating Physical Space

Evaluating Programs
Exhibiting Plans
Finding Information
Handling Complaints
Handling Detailed Work
Inspecting Physical Objects
Interpreting Languages
Interviewing People
Inventing New Ideas
Investigating Problems
Listening to Others
Locating Information
Managing an Organization
Measuring Boundaries
Mediating between People
Meeting the Public
Monitoring Progress of Others
Motivating Others
Negotiating Contracts
Operating Equipment
Organizing People and Tasks
Persuading Others
Planning Agendas
Planning Organizational Needs
Predicting Future Trends
Preparing Materials
Printing by Hand
Problem Solving
Programming Computers
Promoting Events
Protecting Property
Raising Funds
Reading Volumes of Material
Recording Scientific Data
Rehabilitating People
Repairing Mechanical Devices
Reviewing Programs
Running Meetings
Selling Products
Serving Individuals
Setting Up Demonstrations
Sketching Charts or Diagrams
Speaking in Public
Supervising Others
Teaching Classes
Updating Files
Writing Clear Reports
Writing for Publication

SAMPLE COVERING LETTER

1549 - 11 Street
Hometown, Alberta
T2A 5B6
June 9, 1985

Ms. P. Collins
Personnel Manager
Hometown Parks and Recreation
#206, 3876 - 5 Avenue
Hometown, Alberta
T2A 6E2

Dear Ms. Collins:

I would like to apply for the position of playground leader as advertised June 7 in the Hometown Chronicle.

Through my roles as daycamp assistant and teacher's aide, I have become familiar with the preparation of activity plans and supervision of children. As detailed in my resume, I have leadership experience from my roles as students' union vice-president and baseball coach. My active involvement in sports has also helped me develop the energy and experience a playground leader requires.

I am available at your convenience for an interview and may be contacted at 123-4567, or messages may be left with Mrs. Anderson at 765-4321 between 8:00 a.m. and 5:00 p.m.

I look forward to hearing from you.

Yours truly,

Darcey Smith

SAMPLE CHRONOLOGICAL RESUME

Darcey Smith
1549 - 11 Street
Hometown, Alberta
T2A 5B

Telephone: 123-4567
Messages: 765-4321
between 8:00 and 5:00
(Mrs. Anderson)

Education

1982 - 1985	Central High School - Advanced Diploma 1234-56 Avenue Hometown, Alberta T1J 3Z4 Graduated June, 1985

Employment History

September 1, 1984 - Present Part-time Employment Supervisor: Mr. Bob Wood Telephone: 123-9131	Salesclerk, Eaton's, Centre Mall, 1476 - 21 Street, Hometown, Alberta T6A 3G3 - responsible for customer service in person and over the phone - completed sales transactions - developed merchandise displays
July 1 - August 31, 1984 Summer Employment Supervisor: Ms. Joan Dons Telephone: 123-8233	Groundsperson, Tree National Park, Box 281, Big Mountain, Alberta T2M 4Q7 - member of 'Big Mountain' campsite grounds-crew - maintained campsite facilities - conducted visitor survey and helped compile statistics for park information - participated in tree planting program
July 1 - August 31, 1983 Summer Employment Supervisor: Mr. J. Snow Telephone: 234-5678	Daycamp Assistant, Hometown Lion's Club, Box 97, Hometown, Alberta T5A 3Z7 - supervision of children (ages 4 - 12 years) - instructed children in games, crafts and camping skills - assisted daycamp leader with activity plans and program evaluation

(Chronological Resume Handout - Page 2)

Volunteer Experience

May - September, 1984	Baseball Coach, Westwood Community League - organized practice and game schedules - instructed players on rules and techniques - supervised games, practices, and tournaments

Special Skills

- Typing: 45 words per minute
- St. John's Emergency First Aid Certificate
- District Public Speaking Award for 4H Speech Competition
- RLSSC Bronze Medallion Swimming Certificate

Additional Information

- teacher's aide for kindergarten students as part of my school work experience program (Central Elementary School, February - June, 1984)
- elected vice-president for the 1984/85 Central High School Students' Union
- developed team skills by playing basketball for two years with the Hometown Hornets

References

- available upon request

SAMPLE FUNCTIONAL RESUME

Darcey Smith
1549 - 11 Street
Hometown, Alberta
T2A 5B6
Phone: 123-4567
Messages: 765-4321
(Between 8 a.m. and 5 p.m. with Mrs. Anderson)

Planning

As daycamp assistant, supervised and instructed students aged 4 - 12 years. Activities included games, crafts, and camping exercises.

Aided a teacher in planning and conducting learning activities for kindergarten students as part of a school work experience program.

As vice-president of Central High School Students' Union, coordinated events and communicated with planning committees, teachers, and fellow council members.

Leadership

Provided leadership as coach of a junior baseball team. Supervised games and practices, and instructed players on rules and techniques.

Public Relations

Conducted a campground visitor survey that required direct interaction with the public.

Responsible for customer service, sales transactions, and upholding standards in customer relations while working as a salesclerk.

Special Skills

- District Public Speaking Award for 4H Speech Competition
- RLSSC Bronze Medallion Swimming Certificate
- Current St. John's Emergency First Aid Certificate

Education

Completed a high school senior matriculation program, graduated June, 1985, Advanced Diploma.

References

Available upon request.

SAMPLE CROSS-OVER RESUME

Darcey Smith
1549 - 11 Street
Hometown, Alberta
T2A 5B6

Phone: 123-4567
Messages: 765-4321
(8:00 a.m. - 5:00 p.m.
with Mrs. Anderson)

PLANNING

Daycamp Assistant - instructed and supervised children aged 4 - 12 years in games, crafts, and camping skills. Assisted daycamp leader with activity plans and program evaluation. Organized special tours.
(Hometown Lion's Club, Box 97, Hometown, Alberta
T5A 3Z7, July - August, 1983)

Teacher's Aide - helped a teacher plan and conduct learning activities for kindergarten students. Involved in over 80 hours of work as part of a work experience program.
(Central Elementary School, February - June, 1984)

Student Vice-President - coordinated student fund-raising and social activities. Delegated responsibilities among student committees.
(Central High School Students' Union, September 1984 - June 1985)

LEADERSHIP

Baseball Coach - organized practice and game schedules, instructed players (ages 10 - 12) on rules and techniques and supervised games, practices, and tournaments.
(Westwood Community League, May - September 1984)

PUBLIC RELATIONS

Salesclerk - responsible for customer service, completing accurate sales transactions and developing merchandise displays.
(Eaton's, Centre Mall, 1476 - 21 Street, Hometown, Alberta T6A 3G3)

Groundsperson - participated in a campground visitor survey that required direct interaction with the public.
(Tree National Park, Box 281, Big Mountain, Alberta T2M 4Q7)

SPECIAL SKILLS

Current St. John's Ambulance Emergency First Aid Certificate
Typing: 45 W.P.M
RLSSC Bronze Medallion Swimming Certificate
District Public Speaking Award for 4H Speech Competition

EDUCATION

Graduated from Hometown High School June, 1985
Career Plans: Physical Education Instructor

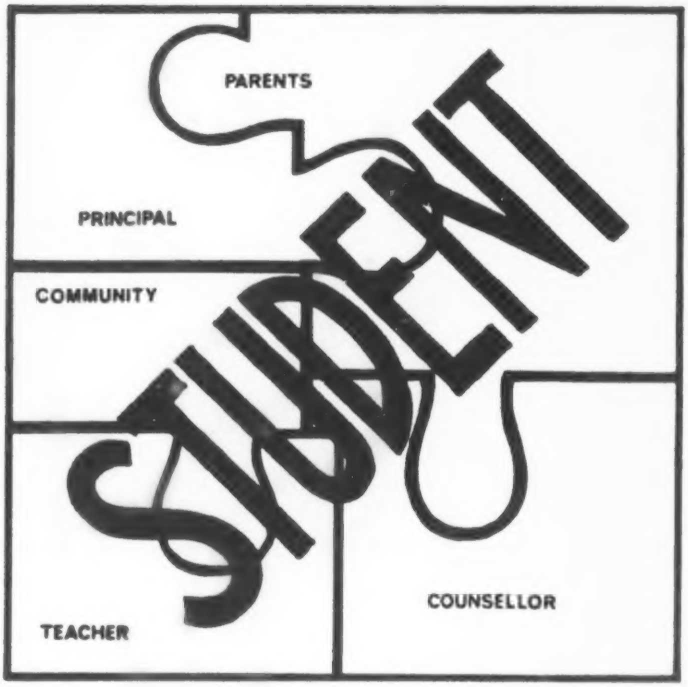
REFERENCES

Mr. J. Snow
Hometown Lion's Club
Box 97
Hometown, Alberta
T5A 3E7
Phone: 234-5678

Mr. D. Jones
Manager, Eaton's
1467 - 21 Street
Hometown, Alberta
T6A 3G3
Phone: 123-9131

UNIT 7

INTERVIEW


PARENTS
PRINCIPAL
COMMUNITY
STUDENT
TEACHER
COUNSELLOR

UNIT 7 - INTERVIEW

A. Purpose

- To demonstrate visually to students how to handle an interview.
- To provide guidelines on preparing for interviews.
- To advise students on proper interview conduct.
- To explain appropriate follow-up procedures.

B. Presentation Techniques

1. General

- This section is usually well received by the students because it provides a break from discussion.
- Utilize the role play scripts to maximize student involvement, and follow each demonstrated interview with a discussion of helpful tips.
- A bad interview role play must be followed by a good, but a good interview role play can stand alone.
- The role play requires two people. It may be you and a presenter from Hire-a-Student, you and another teacher, or you and a student. You play the part of the student applicant, and the other person plays the interviewer. When two students form the role play (i.e. both the employer and employee parts) or a student takes the applicant role, monitors feel that the purpose and key points of a interview process are not as clearly displayed as when the presenter or teacher plays the applicant.
- The goal of a role play is to portray the interview situation in a realistic manner, while demonstrating weaknesses or strengths to the extent that the class can identify them.
- Prior to the presentation, explain the purpose of the role play to the participants. Indicate that a role play works best when only one of the actors (i.e. you) overexaggerates and that the other has the straight role. Then give him/her the script that outlines what you want done. Allowing them this time to read and become familiar with the content makes the role play flow more smoothly.

- Prepare your audience for this transition in the presentation format. Prior to starting the role play, give a clear explanation of the scenario, e.g. "This is an example of a poor interview. I'm Joe Jobless. I've been having trouble getting a job. Watch what I do, rate me on the interview checklist, and tell me how I can improve my style."
- This minute or less of introduction helps students "change gears" and allows the presenter to maintain credibility for the overall presentation.
- Keep in mind that you will need two chairs at the front of the class or as close to the door as possible.
- During the interviews, have the students rate the applicant according to the "Interview Checklist" (p. 7 - 9) handout as if they were part of the interview board. Use their responses to facilitate discussion, filling in gaps with the points listed in the "Interview Information" section.
- It may help to choose an out-going or even disruptive student for the role play as they enjoy the attention and usually are cooperative. It's a nice gesture to ask the class to applaud the participating student at the conclusion of the interview.
- A few simple props such as a jean jacket, an old hat, a Walkman or some gum may help emphasize the importance of appearance and behavior.
- Immediately after the role play, bring the students back into the discussion by asking questions, e.g. "Would you hire me? Why not? What did I do wrong?"
- The role play generally elicits enthusiastic student response. However, if the class remains silent, ask simpler questions with more obvious answers, e.g. "Was there anything wrong with my entrance? Did I give a business-like handshake? What was wrong with it?"
- Elaborate on each point raised by a student. Explain how it may affect the employer's hiring decision.
- Use your discretion when deciding how much time to spend on each of the role plays. With some classes a short interview role play will suffice, while others will require more detailed discussion and explanation.
- An alternative to the role play is to ask each student a common interview question and discuss how they could improve their answers. This, accompanied by impromptu skits, may be effective when working under time constraints.
- This method may also help control an energetic class.

- Be sure to give students an idea of the different types of interview formats they may encounter and the fact that interviewers can be male or female, regardless of the industry. This will help prevent surprises resulting from unconscious stereotyping or expecting that all interviews follow the same format.

2. Grade 9

- The focus is on how to effectively handle an interview.
- Most of these students will not have experienced an interview, so the information will be new to them.
- Performing an over-exaggerated, "slapstick" poor interview role play is usually well received by this age group.
- Although this holds their attention, be sure the students enjoy the humor while still understanding the point of the role play.
- The follow-up discussion should focus on the correct way to perform in the interview rather than the errors that were made, and end with a good interview role play to show correct behavior.
- With small groups you may choose to arrange the seats in a semi-circle with the interviewer and applicant in the middle. The presenter begins interviewing one student until he/she makes a mistake. Quickly point out the error and how it could be improved. Then retire the applicant and continue the interview with a new student until another error is made. Keep repeating this process until the interview is complete. Follow this with a discussion of general tips.
- Briefly explain the panel interview so students are aware that an interview can involve more than one interviewer.
- Do not cover pre-screen or panel interviews with this group.
- As interviews are not a major part of the job search process for this age, allow only 8 minutes for this topic.

3. Grades 10/11

- The focus is on preparation for and the handling of an interview.
- The majority of these students may not have participated in an interview but most will have some idea of what to expect.
- Include an explanation of how an interview affects an applicant's chances of obtaining employment.

- The presenter must use his/her discretion about the appropriateness of a poor role play for each individual class.
- Time allotment for this level is about 10 minutes.

4. Grade 12

- The focus is on explaining the types of interview and helping students polish and perfect their interview skills.
- Be careful to explain what the students can expect in pre-screen, screening, and panel interviews.
- Involve as many students as possible in each role play situation.
- It helps students understand why employers place so much importance on the interview process when you put them in the employer's shoes, i.e. ask them to evaluate the candidates as if they were employers.
- With smaller Grade 12 classes, you may choose to dispense with the typical scripts and have the students break into small groups. Supply each group with a mini-script for interviewing one of the group members. The other students should carefully complete the rating scale. You then circle around the class and assist groups where appropriate. End the session with a discussion of how the candidates performed, what improvements could have been made and general interview tips.
- As much as 20 minutes can be allocated to the interview section for Grade 12 students.

C. Interview Information

- What is an interview?
- An interview is a conversation that allows the employer to decide whether an applicant is right for the job, and lets the applicant assess whether the job will be satisfying and challenging.
- Interviews are usually held a few days (or even weeks) after the employer has received an application or resume and can be the most difficult and nerve-wracking step in a job search.
- Some employers might use a pre-screening interview where they ask questions as you drop off your application form, or they conduct a more structured 5 to 15 minute interview at a later date to expedite the final interview process. Regardless of the format, this type of interview means that you have your toe in the door, so you must be prepared to sell your attributes and present a good attitude.

- If you are called for a screening interview, this means that you have the basic qualifications the company is looking for. However, it also means that you must do a lot of heavy duty research into the job and the business, and practice your interview techniques so that you can effectively answer the questions and get your whole foot in the door.

- A screening interview may be conducted by one or more people (a panel interview) and the interviewers/employers can be male or female, regardless of the industry. Therefore, when going to an interview, be prepared for any type of format so you don't get disconcerted because of your own preconceived ideas.

- Regardless of the type of the interview, it provides the employer with an opportunity to assess the applicant's attitude, interpersonal skills, and potential to perform the job. For the applicant, it is a chance to assess personal suitability to the job and to sell his/her attributes to the employer.

- To illustrate this process, let's do an interview. While we're doing it, I'd like you to pretend to be an employer rating my performance on this Interview Checklist.

- **PERFORM INTERVIEW ROLE PLAY(S).**

- Based on how you rated me on the Interview Checklist, what did I do wrong?

- Preparation:

  - submit a good application form or resume.

  - research the company and the position. Information can be obtained from the employer, someone who works at the business, the local Chamber of Commerce, or Town Office personnel. This information gathering process can be as simple as having coffee with your information source or arranging a structured interview session conducted by yourself. Regardless of the process, it is a good idea to find out the name of each person you speak to, what qualifications the employer is looking for and what the job involves. This information will help you understand why the employer asks certain questions and will determine if you would be satisfied working for that company.

  - think about the possible question you can ask that will express your interest to the employer and help you gain more knowledge about the position.

  - be able to relate your qualifications or past experiences to the job. This will help the employer better understand your suitability for the position.

  - if you don't include your references on your resume or application, take a typed list to the interview. Be sure to ask permission prior to using the names of your references.

- when you prepare for an interview, you are also building confidence. Being sure of yourself and your qualifications for the job make it easier.

- Approach to the interview:

- arrive five to ten minutes early so you will have sometime to relax and you don't create a bad impression by being late. But don't arrive too early: you'll only get nervous.
- always go to an interview alone. This shows independence and self-confidence. Remember employers are not out to intimidate you. They need to hire someone and they want to give you a chance to show your assets.
- further, always allow yourself enough time for the inter view. It may last from five minutes to one hour. It will help you relax if you are not pushed for time.
- use common sense to dress appropriately. A good rule of thumb is to dress one step above what you would wear on a normal workday at that job. Make sure you and your clothes are neat and clean.
- a firm handshake is a friendly, business-like greeting which may be a good way to start your interview.
- distracting the interviewer with chewing gum, smoking, or fidgety behavior is not a good idea. Even if the employer offers you a cigarette it is better to politely refuse it.
- sit up, pay attention and show the employer that you are interested in working for the company. Slouching, crossing your arms or draping an arm over the back of the chair may give the employer the impression that you don't want to work.
- when greeting the employer, smile, look him/her in the eyes and be friendly but business-like. Maintain eye contact to show that you are interested in what the interviewer is saying.

- Presentation:

- your attitude is the most important aspect of an interview. This will be reflected by your posture, appearance and conversation. Avoid using crude or slang language. Always respond in a positive manner. This is especially important when referring to past employers. Don't badmouth! You have nothing to lose and everything to gain by speaking well of past employers and jobs. For example, rather than saying you were fired, state that both you and your former employer agreed that you would gain more satisfaction from another job and that you learned from this experience.

- be genuinely interested in working. Employers have said that too many applicants give the impression that they are more concerned about personal gain than what they can do for the company. At this stage in the job search worry about the well-being of the company and how you can help them. If they offer you a job, you know that they will pay you.
- speak clearly so that the employer need not strain to hear you. Don't mumble. If your nervousness makes you trip over your words, talk more slowly.
- take time to think before answering questions. Express yourself clearly, but do not ramble.
- "Yes" and "No" responses should be avoided. They kill conversation and do not provide the interviewer with enough information.
- to help you relax, sit in a position in which you can be comfortable for one-half to three quarters of an hour. Changing positions is awkward and distracting to both the interviewer and applicant.
- let the employer lead you. Let him/her decide how long and how formal the interview will be. Listen carefully to what the interviewer is saying. This will help you initiate relevant discussion.
- when the interview is over, thank the employer for his/ her time. Also find out when you might expect a decision.

- Additional information on interviews:
  - shyness or nervousness is a common pitfall. Applicants may have a good knowledge of the position they are applying for and why they would do a good job. However, if they are unable to communicate this to an employer/interviewer, chances of landing the job are slim.
  - lots of people fidget or tap their toes when they are nervous and don't even realize it. If you can't avoid the temptation, or can't be sure you won't unconsciously start to fidget, lightly clasp your hands on your lap and leave them there.
  - the best defense against nervous clumsiness is to slow down and be conscious of what you are doing.

- Now that you have an idea of what not to do in an interview, let's try another role play interview and see if it can be improved. (Note: this good interview can be according to the script or as a panel interview.)

COMPLETE A SECOND INTERVIEW. DISCUSS HOW IT WAS DIFFERENT AND WHAT IMPROVEMENTS COULD STILL HAVE BEEN MADE.

- Once the interview is over you should assess your performance like an employer will. The only way to improve your interview skills is to determine and work on what you are doing wrong. Again, the rating scale can help you rate yourself.
- Follow-up the interview in the manner indicated by the employer. If you do not get a response within a few days of the date the employer indicated, it is acceptable to telephone and inquire about the status of the competition. If you have not been successful, this may be a good time to briefly discuss your interview skills with the employer, or the person doing the interview and ask for constructive criticism.
- Some people are currently advocating thank you letters after interviews. Our research with employers indicates that they are not really necessary. However, the timing and content of the letter may assist you with any further job attempts at that company.
- When you go to an interview, remember that your qualifications relative to the specific job available are being evaluated, not you as a person.
- Your duty as an interviewee is to prepare adequately for the interview, present yourself as well as possible and follow-up appropriately.
- Present yourself as enthusiastic, interested and dependable. In other words, you want to sell your attributes. If you have few qualifications or little experience, your enthusiasm and attitude may be able to make up for this.
- Remember too that each interview will be different. We can only provide a general idea of what to expect.

INTERVIEW CHECKLIST

Rate the candidates on a scale of 1 to 5 in the following areas (5 being the best).

PREPARATION 1 2 3 4 5

1. Application/Resume complete and well done.
2. Familiar with company operations.
3. Asked related questions.
4. Related personal experience to the desired qualifications.
5. References available.

APPROACH TO THE INTERVIEW

1. Candidate was on time.
2. Appropriate dress.
3. Firm handshake.
4. Good posture.
5. Eye contact.

PRESENTATION

1. Positive Attitude.
2. Enthusiastic, willing to work.
3. Did not show an over-concern about money.
4. Communicated well.
5. Appeared relaxed.
6. Initiated discussion/asked questions.
7. Displayed good listening skills.
8. Thanked employer for the interview.

EXPERIENCE

1. Candidate related experience to position.
2. Qualifications include related experience.
3. Candidate has appropriate education.
4. Candidate is interested in further training.

Note: This form has been simplified for the Job Search Manual. Usually employers use a more detailed form and a more complex rating scale during an actual interview.

COMMON INTERVIEW QUESTIONS

The day of the interview, be sure to dress in an appropriate manner. Concentrate on what the employer asks and respond in a business-like manner.

Anticipating the questions you may be asked is wise because it forces you to clarify your thinking and prepare concise, well thought-out answers. Be prepared for a variety of questions. Interviewers generally ask a combination of the following to determine your suitability to the organization:

Tell us about yourself.

Why are you interested in this position?

What is your understanding about the nature of the job and the company?

What qualifications and experience do you have that make you feel you can do this job successfully?

What are your strong points? Weak points?

What are your career plans?

How do you spend your spare time? Briefly outline your extra-curricular activities.

Do you like school? What courses do you like the most? The least? Why?

What jobs have you held? How were they obtained, and why did you leave them?

Do you prefer working with others or by yourself?

Are you available for shift work?

Are you willing to work overtime if necessary?

May we contact your references?

Do you have any questions about the position?

QUESTIONS STUDENTS COULD ASK DURING AN INTERVIEW

1. Specific questions related to
   - orientation and training
   - type of work, duties, and responsibilities
   - hours and location of the job
   - opportunities for advancement
   - company policy and procedures

2. If you feel that everything has already been covered, a useful question might be, "Will I have the opportunity to learn to operate any new machines or develop new skills?" However, be careful how this is phrased. To say something like "Will I have to learn anything new?" sounds negative.

3. There is no hard or fast rule with respect to questions about money. Some employers advise waiting until the job is offered, whereas others say it is necessary to discuss salary at the interview. However, they add that you must be sure to word questions carefully so you don't leave the impression that money is the main reason you want the job.

POOR INTERVIEW ROLE PLAY SCRIPT
(GRADE 9)

Applicant: (Rushes in and sits down.) "Are you Ms./Mr. ________? I'm a little late, but my friends and me were busy. My name is ______."

Employer: (Sits down.) "So why do you want to work as a housekeeper for this motel?"

Applicant: "It'll give me something to do. Anyways, I could sure use the money."

Employer: "What do you like to do in your spare time?"

Applicant: "If I can get out of the house before my mom finds something for me to do, I like to go down to the video arcade. I'm really good at 'Space Invaders'."

Employer: "What do you know about my business?"

Applicant: "I asked my friend, but he didn't know very much, so not a whole lot I guess."

Employer: "Do you have references that I could contact?"

Applicant: "Sure. You could phone my Uncle Ed. He works over at the school."

Employer: "What would you do if a customer said that his room had not been cleaned and you had just finished doing it?"

Applicant: "I'd tell him to look again! Gee, I can't spend all day on one room or I'd never get done."

Employer: "Would you be willing to work overtime?"

Applicant: "Oh for sure, but I have a pretty busy schedule with my social life. School is hard enough so I try to keep my weekends open."

Employer: "On your application form you listed Michael Jackson as a reference. Do you know him personally?"

Applicant: "Well, no. But I love his music. Hey, do you want to see me moon walk?"

Employer: "No. I think I have a fair understanding of your background. Do you have any questions?"

Applicant: "Gee that's a switch. Well, what's the pay and when do I start?"

Employer: "That can be decided if I offer you the job."

Applicant: "Yeh, for sure. Well I guess I'll be going." (Gets up and leaves without shaking the employer's hand.)

GOOD INTERVIEW ROLE PLAY SCRIPT
(GRADE 9)

Employer: (Go to the door and greet applicant.) "Good afternoon. I'm Ms./Mr. _____." (Extend hand for a handshake.)

Applicant: (Shake employer's hand firmly.) "Good afternoon Ms./Mr. _____. I'm _____." (Both sit down.)

Employer: "Why do you want to be housekeeper for this motel?"

Applicant: "Well, my uncle owns a hotel in Hawaii and has indicated that there might be a good job for me there when I graduate, providing that I get as much related experience as possible in the meantime."

Employer: "What do you do when you're not at school?"

Applicant: "I help my parents at home. I'm responsible for mowing the lawn, shovelling snow, and keeping the basement clean. I also baby-sit. This has taught me how to work with other people and also some general housekeeping."

Employer: "Yes, baby-sitting does provide a lot of experience. What do you know about our business?"

Applicant: "I know that your motel is part of a Canadian chain, you have 39 units and you are affiliated with the Motel Association of Alberta."

Employer: "What would you do if a customer said that his room had not been cleaned and you had just finished doing it?"

Applicant: "I would go back to the room and check what I'd done. If I had missed something, I'd fix it and apologize for the inconvenience. If this didn't satisfy the customer, I'd politely ask him to wait while I got the manager."

Employer: "Would you be willing to work overtime?"

Applicant: "Certainly. I understand how the workload can vary in this business."

Employer: "May I contact the references you listed on your application form?"

Applicant: "Yes. I've talked to them and they are willing to supply you with any information you need."

Employer: "I don't have any other questions. Do you have any you would like to ask?"

Applicant: "Yes, when will you be deciding on this job?"

Employer: "You should hear from me some time next week."

Applicant: "Good. Thank you for your time." (Stand, shake employer's hand, and leave.)

POOR INTERVIEW ROLE PLAY SCRIPT
(GRADES 10/11)

Employer: "Good morning. I'm Ms./Mr. _____, please have a seat." (Extend hand for a handshake.)

Applicant: (Doesn't shake employer's hand and slouches in chair.) "My name is _____. I'm here about the playground job."

Employer: "Well _____, can you tell me something about yourself?"

Applicant: "Sure, what would you like to know?"

Employer: "What school do you attend? Do you enjoy it?"

Applicant: "I go to _____ high school, and yes, it's all right."

Employer: "Why do you want this job?"

Applicant: "I really need to save some money so I can buy a car."

Employer: "Do you have any experience related to this position?"

Applicant: "Yes, I've got a little sister that I take care of once in a while."

Employer: "Why did your previous job only last a few weeks?"

Applicant: "Well, you see it was like this. I was hired in this day care to help feed the kids at lunchtime. Anyways this one day, this lady who was supposed to do the dishes got sick and didn't come in, so they wanted me to do them. Well that wasn't part of my job, but they insisted that I do them, so I just walked out without saying another word."

Employer: "It states in your resume that your references are available upon request. May I see your list?"

Applicant: "Oh, I knew I forgot something. I could bring them in later."

Employer: "What are some of your strong points?"

Applicant: "Oh, I don't know. I'm good at most sports, I guess."

Employer: "What would you do if some older children on the playground were bothering a few of the younger children?"

Applicant: "I'd tell them to stop or get off the playground."

Employer: "I don't have any more questions. Do you have any you would like to ask?"

Applicant: "Yes, when do I start?"

Employer: "I'll get back to you some time next week if you are choosen for the position."

Applicant: "Oh, okay. Bye."

GOOD INTERVIEW ROLE PLAY SCRIPT
(GRADES 10/11)

Employer: "Good morning/afternoon. I'm Ms./Mr. _____, please have a seat."

Applicant: "Thank you. I'm _____ and am interested in the playground leader position."

Employer: "Well, can you tell me a little about yourself?"

Applicant: "I am presently attending (name of school). In the future, I plan to become a child counsellor. My interests include hiking, skiing, most team sports, and reading."

Employer: "I see. Do you have any experience relating to this position?"

Applicant: "I have never been a playground leader before, but I was a coach for a children's soccer team. I have also done a lot of baby-sitting in which I was responsible for supervising children and organizing their activities. I think this experience would help me as a playground leader."

Employer: "Yes, baby-sitting is valuable experience. Would you be willing to work overtime, if necessary?"

Applicant: "Certainly."

Employer: "What would you do if some of the older children on your playground were bothering a few of the younger children?"

Applicant: "I would ask them to stop or try to get them involved in another activity. If that didn't work, I might ask them to leave the playground if it was serious."

Employer: "What if they didn't listen to you?"

Applicant: "I would call my supervisor."

Employer: "Why did you leave your last job?"

Applicant: "It was a part-time job while I was attending school. The time commitment for the job was quite heavy, so I talked it over with my employer and resigned."

Employer: "Well, I don't have any more questions for you. Do you have any you would like to ask me?"

Applicant: "Is there any training provided to the playground leaders before they start the position?"

Employer: "We do have a training session. It's held on the last weekend of June and the leaders are paid for attending it."

Applicant: "I see. When will you be deciding on this job?"

Employer: "I will be interviewing a few more candidates this week and making my decision early next week. I'll be contacting the successful applicant by phone."

Applicant: "Thank you for your time. I appreciate the interview." (Stands up, shakes employer's hand and leaves.)

POOR INTERVIEW ROLE PLAY SCRIPT
(GRADE 12)

Employer: (Go the the door and greet applicant.) "Good afternoon. I'm Ms./Mr. _____." (Extend hand for a handshake.)

Applicant: (Ignores handshake, rushes in and sits down.) "Hi. I'm here about the salesclerk position. Sorry I'm late. I couldn't find this place."

Employer: "Could you tell me what your plans for the future are?"

Applicant: "I haven't really thought about that. I guess I'd like to take a holiday and then get a job when I get out of high school."

Employer: "Why do you want to work here?"

Applicant: "Uh, I guess I need to start saving some money and getting some experience, you know."

Employer: "What do you know about our company?"

Applicant: "Well, you sell a lot of paint and seem to be pretty busy most of the time."

Employer: "What experience do you have that relates to this position?"

Applicant: "None, really. I've never worked in a paint store. But, you know, I've painted and stuff like that."

Employer: "What do you do in your spare time?"

Applicant: "I drive around with my friends a lot. I just got my licence!" (Starts rambling) "I really like watching videos and going to concerts. In fact, I just went to see . . ."

Employer: (Becoming impatient, interrupts the applicant.) "Fine. Why did your previous job only last a few weeks?"

Applicant: "My boss kept asking me to stay late and help clean up when I'd already made plans. I told her she couldn't expect that of me and we kind of got in a fight. So you know . . ."

Employer: "If you are offered this job, your main duties will include serving the public, selling paint, and offering advice. Would you be willing to occasionally help in the back with stock?"

Applicant: "Yea, if I don't get dirty. I'm going to be wearing good clothes and don't want to mess them up."

Employer: "Do you have a list of references I can contact?"

Applicant: (Search in pockets and produce a folded piece of paper.) "Here it is. All the names are there."

Employer: "I have no further questions. Do you have anything you would like to ask?"

Applicant: "Yea, how much will I get paid?"

Employer: "We will discuss that if I offer you the job."

Applicant: "Oh. Well, thanks anyway. See you later." (Gets up and leaves without shaking the employer's hand.)

GOOD INTERVIEW ROLE PLAY SCRIPT
(GRADE 12)

Employer: (Go to the door and greet applicant.) "Good afternoon. I'm Ms./Mr. ______." (Extend hand for handshake.) "Please have a seat."

Applicant: (Shake employer's hand firmly and sit down.) "Good afternoon Ms./Mr. _____. I'm _____, and am interested in the sales position you had advertised in the paper."

Employer: "So, what are your plans for the future?"

Applicant: "I would like to become a painter or decorator when I've finished high school. I've even considered starting my own business that offers this type of service."

Employer: "Why do you want to work here?"

Applicant: "Working in a paint and wallpaper store could provide me with valuable experience and help me learn more about my career goal."

Employer: "What do you know about our company?"

Applicant: "I understand that your company manufactures paint and wallpaper and this store is one of several retail outlets in Canada."

Employer: "Yes it is. What experience do you have that would help you with this position?"

Applicant: "Last summer a friend and I operated our own business. We painted fences, houses, and garages. Occasionally, we were asked to help people redecorate which got me interested in my career plans. This experience has helped me understand painting skills, color schemes, and how to work with the public."

Employer: "What do you do in your spare time?"

Applicant: "I'm treasurer for the student's council, which has improved my bookkeeping skills. Also, both of my parents work so I am responsible for a lot of household duties. I do some photography for fun as well."

Employer: "Why did your previous job only last a few weeks?"

Applicant: "The time commitment required for the job was causing my school work to suffer. I talked it over with my employer and because he couldn't decrease the hours, we decided that it would be in both our best interests if I resigned."

Employer: "If you are offered this position your main duties will include serving the public, selling paint, and offering advice. Would you be willing to occasionally help in the back with stock and inventory?"

Applicant: "Yes, I would enjoy the variety and the chance to learn new skills."

Employer: "Do you have a list of references I can contact?"

Applicant: "Yes, here is my list. I've checked with my references and they are quite willing to provide you with any information you need."

Employer: "I don't have any other questions. Do you have any you would like to ask?"

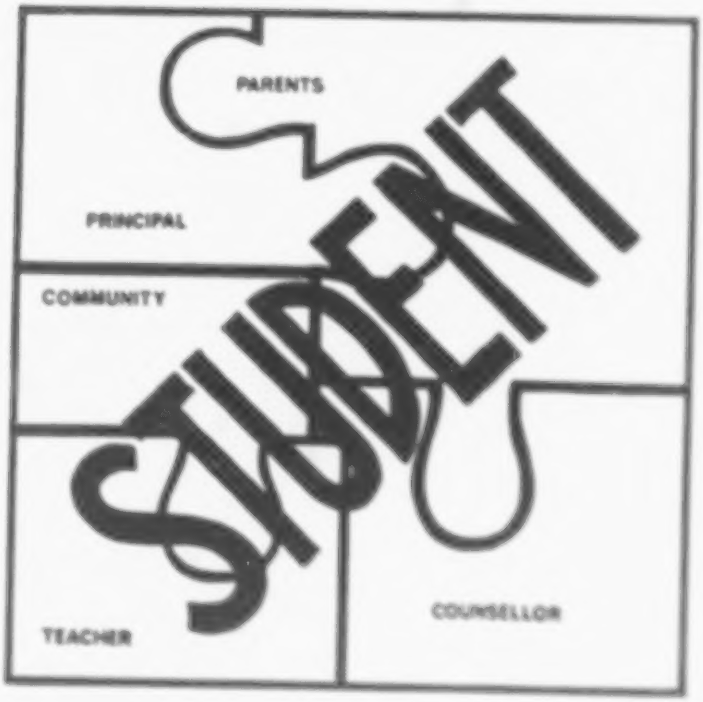
Applicant: "When will you be deciding on the position and how will you be contacting the applicants?"

Employer: "The decision should be made early next week. We will notify the successful candidate by telephone and all other candidates by mail."

Applicant: "I see. Thank you for your time." (Shake employer's hand, smile, and leave.)

UNIT 8

EXPECTATIONS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UNIT 8 - EXPECTATIONS

A. Purpose

- To present students with a realistic picture of employers.
- To increase student awareness of what employers expect from employees.
- To impress upon students why they should be aware of and respect an employer's expectations.
- To help students understand what they might expect to gain from a job.
- To emphasize the significance of attitude in the workplace.
- To make students aware of the communication that should occur between an employer and employee.

B. Presentation and Techniques

1. General

- Use this section to help students realize the employers should be approached in a positive way. Employers have frequently cited applicant uncertainty and timidity as reasons for failing to be considered for employment. This is not to say that applicants should be aggressive, but rather that a professional, business-like approach is necessary in all stages of the job search process.
- At this point in your presentation, you must take a close look at your time constraints. If you are running out of time and will be unable to effectively cover the last two units, the lead-in for this unit summarizes the four points to remember in a job search and relates them to successful on-the-job performances, letting you conclude the presentation professionally.
- Remember, it is better to stop a minute early than to confuse the students by rushing through or only partially completing the legislation (p. 9 - 1) and concluding sections.
- If circumstances force you to use this "last resort" method, give the legislation handout (p. 9 - 5 ff) to the students to read at home and conclude the presentation lecture-style.
- For presenters who have mastered timing, the recommended approach for this unit is to encourage students to share

their knowledge in a peer-counselling manner. This maintains interest and supports your emphasis on the importance of this topic.

- Challenge the students to think of as many work experiences as possible. Fill in the gaps where necessary.
- Suggest that the students look at themselves from an employer's viewpoint. (Are you producing enough work for your pay? What things could you improve? What are you doing well? What should you do to keep the job?)
- The more experienced students may contribute examples of things they didn't realize when they first started work. If the rest of the class laughs at them, take them off the hook by giving a silly example you can attribute to yourself.
- Involve the students in problem-solving by giving them situational examples such as, "My cousin is getting married in B.C. and I want time off to go to the wedding. What should I do?" or "I work at a corner store on Saturdays and my friends are always coming over to visit. What should I do about it?"
- Avoid assuming that every student knows what is expected of employees or employers.
- If a student argues with a particular point, remind the class that every situation is not the same and they must learn to be flexible.
- Consistently emphasize that the good attitude that got the job must be maintained in order to keep the job.
- Good references for this section include Stay Ahead With a Good Attitude and The School to Work Connection: Adjusting to Your First Job, booklets produced by the Career Information Services Branch of Alberta Manpower.

2. Grade 9

- Focus on explaining what an employer is and the basic employer expectations.
- Having had minimal work experience, the average Grade 9 student will be unaware of what employers look for in their employees and other realities of the work environment.
- Outline what employee responsibilities include. However, avoid overwhelming these students with too much information.
- Stress that the things that helped them land a job (e.g. good attitude, manners, effective communication) are the things that will help them keep a job.

- Briefly summarize the personal expectations and communication information for these students.
- Time limit is approximately eight minutes.

3. Grades 10/11

- Focus on why employers look for experienced applicants and review the employer expectations information.
- At this level, as with the Grade 12 level, students may resent being told what employers expect of them. Overcome this by using questions to encourage them to share their knowledge. ("Is it acceptable to come in 5 minutes late on a regular basis?", "Should you try to get along with your fellow workers?", etc.)
- Direct questioning serves the dual purpose of allowing student participation while permitting the presenter to determine if the students are aware of the most common employer expectations.
- Be sure to fill in any gaps lecture style.
- Time limit is approximately eight minutes.

4. Grade 12

- Focus on training processes and good communication with an employer. Try to get the students to assess the information from the employer's point of view so they realize what good employees are, and how essential they are to any organization.
- Students in this age bracket often think that they are fairly knowledgeable about employer expectations, and thus don't respond well to a lecture-style format.
- Use questions and situation cases to test their knowledge. (e.g. "Suppose that you are an employer managing a large factory. What do you expect from your employees to ensure that your factory will run smoothly?")
- Since many of these students will be leaving school to join the work force, remind them that behavior which was tolerated at school may not be tolerated at work. (e.g. "On the job you may get a second chance, but you are not likely to get a third one.")
- Cover communication processes and personal expectations in detail.
- Time limit is approximately 10 minutes.

C. Information

- Remember the four important points in a job search? They are just as important after you get the job.
- You want to turn that good first impression into a lasting impression that helps you keep the job and earns you a good reference for the future.
- Be prepared, when you accept a job, to accept the responsibilities that go along with it, including your own commitment to provide quality work and to have some degree of loyalty to the company.
- Maintain a positive attitude toward the employer and the work - and for that matter, any activity that you undertake in life.
- Realistic expectations are important, both in job searches and on the job.
- An employer hiring you is investing time and money. He/she has certain expectations of you as an employee. You also have expectations of yourself and the job. Both you and the employer should expect to have two-way communication that will facilitate a satisfactory working relationship - one that will help meet the expectations of both sides.
- Let's take a look at the employer and his/her expectations.
- Like any other individual, each employer has likes and dislikes, habits and experiences that cause him/her to think or act in a certain way. This combination means that no two employers are exactly alike.
- However, because employers are responsible for making the business a success, their decisions are usually based on consideration of what is best for the company.
- When deciding whom to hire - who will be good for the company - most employers look for someone who can be the following.
- **THE RESPONSIBLE WORKER**
- - dresses appropriately. Consider the type of work you'll be doing and the image of the company you are working for. Many companies have unwritten dress codes. If you are unsure of yours, check what co-workers are wearing and/or ask your supervisor.
  - is punctual. Be at work on time. If you are delayed, phone and tell the employer.
  - is dedicated. Come in early and stay late if required. Treat coffee breaks as a privilege and do not extend them.

- works 60 minutes every hour. Limit personal phone calls and visits. Let the employer know well in advance about time off you might need to fulfill other important commitments. Be reasonable about how much time off you request. If you are going to be absent from work, let your employer know within the first fifteen minutes of the regular work day.

- **THE WORKER WHO MEETS WORK STANDARDS**

- does the work he/she is hired to do.
- knows that neatness, quality, and the assigned quantity of work is important to the employer.
- understands what is required before beginning a task and follows instructions. Asks the supervisor or a fellow worker for clarification if necessary.
- admits mistakes. Doesn't try to cover up, which only compounds the problem. Instead, promptly goes to the supervisor and explains the situation. Learns from mistakes and avoids repeating them.
- is enthusiastic and willing to learn. Shows initiative. If there is nothing to do, volunteers help to co-workers. If you never do any more than you get paid for, you aren't likely to be paid for any more than what you are doing.
- is flexible. Priorities change. Be prepared to keep on top of what's important.
- thinks before acting. Don't let your enthusiasm endanger yourself or other employees.

- **THE WORKER WHO WORKS WELL WITH OTHERS**

- gets along with co-workers. More people quit or are fired from a job not because they aren't able to do the work, but because they can't get along with their fellow workers.
- is courteous to everyone, and doesn't gossip.
- listens to and accepts advice when it is given.
- takes constructive criticism in stride. Remember that in most cases it is related to your work and not to you as an individual. Consider what was said and make an effort to improve your performance.
- discusses problems with the supervisor, not everyone else on staff.
- gives his/her best to every job undertaken. If you lack experience, your personality, appearance, and attitude will be very important in both getting and keeping the job.

- Now let's discuss what you expect from a job.

- When discussing the personal inventory, most of you originally thought money was a reason for working. Now when you are offered a job, you can reassess your personal inventory, and then decide if taking the job will help you get where you want to go. However, before refusing a job, be aware that under the current economic conditions, you usually won't get several choices.

- Often, a new job isn't quite what you thought it would be. The duties, your co-workers or the environment may all be different than you expected. Therefore, be prepared to have mixed feelings when you start a new job. Realize that it is probably these feelings and your expectations that are causing you concern, not the job itself. Look for ways to change your expectations or make the job meet them in order to have a more satisfactory work experience.

- If you are having difficulty getting along with co-workers it is your responsibility to find out how this can be improved.

- It helps, when you are feeling uncomfortable about any part of your work environment, to find someone to talk to who can give you good practical advice. Sometimes this can even be your boss.

- Understanding that school and work are very different can help. At school you might get away with handing in assignments late, at work you won't.

- Realize that your cheque might not be as big as you planned. If you are earning $3.65 per hour, this rate multiplied by the number of hours you worked gives your "gross wage." After Unemployment Insurance, Canada Pension, income tax, and other deductions are taken off, you are left with your "net income" or take-home pay. You may dislike these deductions, but they are law and the employer must also pay as much as you do, or more, to the government for just having you on the payroll. Both this and the training provided to you costs the employer money. Sometimes employers plan to get value for that money by being able to rehire you for more than one summer.

- We talked earlier about the importance of maintaining good communication with your employer.

- There are four distinct phases during your employment that require input from both sides:
  - orientation,
  - training,
  - routine work/procedures, and
  - leaving the job.

- Orientation occurs when you commence employment. It usually includes information about your hours of work, wage, work-site procedures (including a dress code if there is one), and requires completion of all necessary forms. This is the time to ask questions so you avoid unnecessary mistakes in the future.

- Training can be continuous or scheduled for a specific time. This is when you learn the details of how to do your job. It is important that you take your training seriously. This is the first duty you perform as a new employee and performance can greatly influence the employer's opinion of your potential. Be prepared to ask questions. This helps the employer determine if you understand the information and are properly relating it to the job. However, don't suggest company changes at this time. You first have to master your job before you can contribute suggestions that will really help.
- While you perform the routine work, try to continue the training process by learning new skills or perfecting old ones. If after you have learned and completed a task you are able to make some comments on how to improve the process, do so in a positive way.
- Before you leave the job, make sure you have completed all assigned tasks and leave information for the next person when necessary. Ask the employer if there is time available for an exit interview. This gives both of you a chance to provide constructive comment on the work experience. Ask for feedback from the employer on how you can improve your performance. Be prepared to make positive and useful comments about the work environment to facilitate the final stage of the two-way communication.
- Above all, remember, it is attitude that will get the job, attitude that will help you keep the job and attitude that will get you the next job.

D. Supplementary Information

1. In some cases you may find it beneficial to have the students assess a case study from the employer's viewpoint. Divide the students into groups of 4 or 5, ask them to read and complete the case study on the following page and let them determine the individual they would keep on staff and why.
2. When using the case study, be sure to relate the discussion to how the students are currently handling home, school, and extra curricular responsibilities to help them determine how their personal work behaviors and attitudes can be improved. Information on communication and any points not brought up in the discussion must be discussed as well.

3. Case Study

Terry and Pat have worked in a clothing store part-time during the school term and full-time during summer. Both graduated from Grade 12 three months ago. Business has slowed lately and one of them must be laid off.

Pat, who has worked a few more hours than Terry, is always quick to clean up the stock room or counters, and always remembers where everything is and at what price. In fact, Pat seems to remember the smallest details.
Having a few minor errors and wanting to improve, Terry recognizes mistakes, corrects them and regularly asks for constructive work performance feedback.

The following statements describe more about Terry and Pat. For each, indicate if the statement has a positive (+), negative (-) or neutral (0) effect on their work. Then, consider all of the information and decide which employee would be the best to keep on staff.

Terry

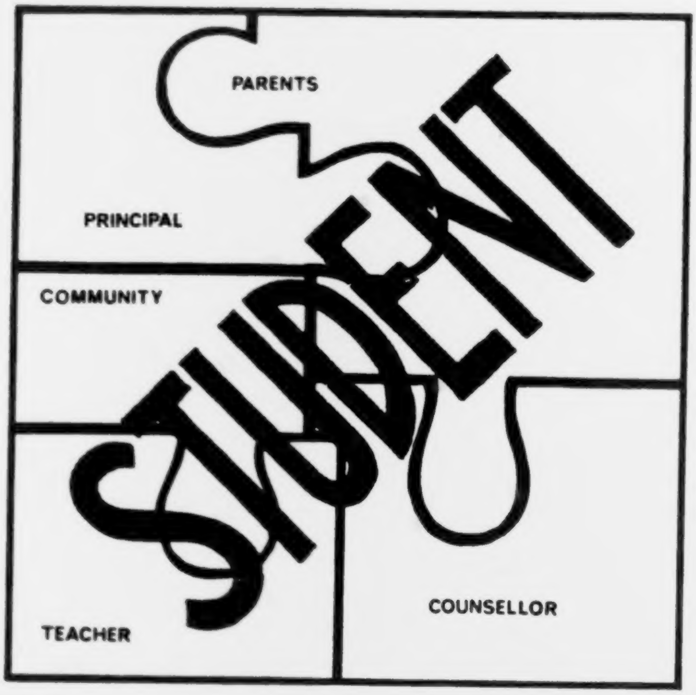
- often works through coffee breaks
- is excellent with customers, though tends to be shy
- is very fashion conscious and has excellent taste in clothing
- makes the job the first priority
- does not talk much during staff meetings
- is willing to work overtime
- is occasionally tired due to social activities
- tends to be slow at stocking shelves
- helps other staff during slow periods
- enjoys creating new displays in the store on a regular basis without having to be told
- has not established career plans
- has not expressed an interest in other areas of the business
- is never late for work

Pat

- is sometimes late returning from lunch
- is a lot of fun at coffee breaks and tells a new joke every day
- has a lot of friends who sometimes drop into the store
- has a neat appearance
- uses the 'hard sell' technique with customers
- has never admitted to making any mistakes
- is reluctant to work overtime because of personal social commitments
- has expressed an interest in the store
- has asked for a raise twice
- makes personal phone calls at work
- helps other staff occasionally

UNIT 9

EMPLOYMENT LEGISLATION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UNIT 9 - EMPLOYMENT LEGISLATION

A. Purpose

- To provide students with a basic introduction to Employment Standards legislation and the Individual's Rights Protection Act.
- To encourage students to acquaint themselves with employment legislation.
- To direct students to contact the proper authorities if they require information on a particular issue or assistance with a problem.

B. Presentation Techniques

- The information in this section is both complex and sensitive. Handle it with good judgement.
- It may be helpful to read the information directly from the handout to avoid providing incorrect information.
- Following the unit introduction (i.e. "What is the minimum wage?"), distribute the handout, so students can refer to it as you cover the information.
- When stating the information, be sure to emphasize that there are many exceptions and students should refer their problems to the experts.
- Note that work experience and work study programs, taken as part of the school curriculum, are under different legislation.
- Expect lots of questions about legislation. Be prepared to answer what the law says or refer the students to the appropriate agency.
- **NEVER** offer your own judgement on the legality of a particular situation.
- If a student asks how to handle a discriminatory question on an application form or in an interview, indicate that answering the question may provide the employer with information that could be used to the student's disadvantage. But refusing to answer the question or leaving a blank could jeopardize the student's chances of getting the job. It must be the student's decision how to answer. The basic questions students must ask themselves are "How badly do I want this job?" and "What information or behavior is most likely to work to my advantage?"

- If the question is asked in an interview situation, the student may try 'directing' the interviewer to focus on job related qualifications. This can be done by asking for clarification on the question. (e.g. "I'm not sure what you mean by that. Could you clarify?") This tactic will often result in a reworded question to which the student can respond, maintaining a focus on job-related qualities.
- When discussing human rights, it is helpful to explain that although some things seem unfair, they are not necessarily illegal.
- Visual aids displaying minimum wage rates and overtime calculations help clarify the information.
- Approximate timing is as follows:
  - Grades 9, 10 and 11 — six minutes.
  - Grade 12 — seven minutes.

C. Legislation Information

- What is the **MINIMUM WAGE?**
- There are actually three minimum wages.
- As of May 1, 1981, under Employment Standards legislation:
  - employees 18 years of age or older are entitled to at least $3.80 an hour.
  - employees under 18 years of age and not attending school are entitled to at least $3.65 an hour (includes students who are out of school for the summer).
  - students under 18 years of age and attending school are entitled to at least $3.30 an hour.
- Farm workers and domestic labor (e.g. farm duties, housekeeping, lawn mowing) are not covered under the minimum wage restrictions.
- However, farm laborers and domestics other than baby-sitters are covered under the Employment Standards Act for wage recovery and notice of termination.
- Wage recovery is the wage rate agreed to by the employer and the farm worker or domestic.
- It is smart to negotiate the wage rate with the employer before you start working on a farm or in someone's home. Also check if room and board are included, or if the employer expects to deduct it from your pay.
- Legislation with respect to **EMPLOYMENT STANDARDS** was enacted for the employee's protection.

- Under the **ADOLESCENTS AND YOUNG PERSONS EMPLOYMENT REGULATION,** adolescents are persons 12 years old and under 15 years old. They may be employed in any of the following occupations:
  - delivery person of small wares for retail stores,
  - clerk or messenger in an office,
  - clerk in a retail store,
  - delivery person of handbills or flyers.

- Adolescents are not allowed to be employed between 9:00 p.m. and the following 6:00 a.m.

- Young persons are those persons 15 years old and under 18 years old.

- Young persons employed between 9:00 p.m. and 12 midnight in business establishments such as service stations, grocery stores, food outlets, restaurants, motels, and hotels must be in the continuous presence of an adult, but cannot be employed in these businesses between 12:00 midnight and 6:00 a.m.

- Young persons can be employed between 12:00 midnight and 6:00 a.m. in establishments such as hospitals, manufacturing plants, refineries, pulp mills, and nursing homes, but must be in the continuous presence of an adult and the employers must have written permission of their parent or guardian.

- Why the difference?

- The types of businesses identified under the Young Persons section of the regulation are different. Grocery stores and service stations serve the public, while pulp mills and hospitals do not. For safety reasons, young persons can not work after midnight in businesses that serve the public.

- **OVERTIME** is payable if you work over eight hours a day or forty-four hours a week, whichever is greater.

- Overtime shall be paid at a rate not less than one and one-half times the regular wage.

- Here's a chart that shows how overtime can be determined:

Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Totals	Reg.	Overtime
-	7	7	7	7	7	7	42	42	0
-	10	9	8	11	-	-	38	32	6

- Take the example of a person who works seven hours for six days per week. They only work 42 hours so they don't get overtime, and they didn't work over eight hours a day.

- Under the legislation, hours of work in excess of 8 in a day, and 44 in a week, constitutes overtime. Many employers have established favorable hours of work conditions such as a 40 hour work week.

- Some companies allow time off in lieu of overtime. By agreement of both parties (employer/employee) an overtime agreement may be signed, as provided under the Employment Standards Act, so that time off in lieu of overtime worked is allowed. If you work overtime one day you can take the number of hours off at regular pay, some other time.
- One of the purposes of the **INDIVIDUAL'S RIGHTS PROTECTION ACT** is to promote equal employment opportunities.
- The Alberta Act prohibits discrimination in employment on the grounds of
  - race
  - color
  - religious beliefs
  - sex
  - physical characteristics
  - age
  - ancestry
  - place of origin
  - marital status
- As with employment standards, there are exceptions. Employers are sometimes allowed to specify a preference for a particular type of person if this preference is for reasons of safety or survival of the company (in legal jargon this is called 'business necessity'). In order to do this the company must get written permission from the Alberta Human Rights Commission.
- The Act still allows the employer to hire the person most capable of performing the job.
- The law is there to protect the student from discriminatory employment practices when and if the student needs it.
- Be aware that domestics employed in private homes are not covered by this legislation (e.g. baby-sitters).
- If there are any problems, either with Employment Standards or Human Rights get the facts straight because there are exceptions. First, talk to your employer. If the problem still exists, or you need more information, talk to one of the staff at the Alberta Human Rights Commission or Employment Standards. The addresses and telephone numbers are listed on the handout (p. 9 - 5).
- Do remember to consult the experts. They will speak to you, in confidence, about the situation and give you informed assistance.

Summary

- Both legislations were written with the individual's rights and protection in mind. The onus is on you to know what these rights are.
- It's a good idea for you to
  - know the minimum wage that applies to you,
  - know the wage rate before you start working,

- keep a record of your daily working hours,
- try to get a pay slip that shows hours worked, rate of pay, and the deductions.

EMPLOYMENT STANDARDS IN ALBERTA

This is prepared only as a guide to information which is applicable to students. If you have any questions, or for specific information, please contact one of the offices listed on the next page.

Minimum Wage

As of May 1, 1981:

- Students under 18 years of age and attending school are entitled to at least $3.30 an hour.
- Employees under 18 years of age and not attending school are entitled to at least $3.65 an hour (includes student who are out of school for the summer).
- Employees 18 years of age or older are entitled to at least $3.80 an hour.

Note: farm workers and domestic labor are not covered under the minimum wage regulations.

Employment Restriction

Adolescents

Adolescents are persons 12 years old and under 15 years old. They may be employed in any of the following occupations:
- delivery person of small wares for retail stores,
- clerk or messenger in an office,
- clerk in a retail store,
- delivery person of handbills or flyers.

Adolescents are not allowed to be employed between 9:00 p.m. and the following 6:00 a.m.

Young Persons

Young persons are those persons 15 years old and under 18 years old.

Young persons employed between 9:00 p.m. and 12 midnight in business establishments such as service stations, grocery stores, food outlets, restaurants, motels, and hotels must be in the continuous presence of an adult, but cannot be employed in these businesses between 12:00 midnight and 6:00 a.m.

Young persons can be employed between 12:00 midnight and 6:00 a.m. in establishments such as hospitals, manufacturing plants, refineries, pulp mills, and nursing homes, but must be in the continuous presence of an adult and the employers must have written permission of their parent or guardian.

Overtime

Overtime is payable if you work over eight hours a day or forty-four hours a week, whichever is greater.

Overtime shall be paid at a rate not less than one and one-half times the regular wage.

However, there are exceptions.

Call The Experts

If you have a problem be sure to get your facts straight. Discuss it with your employer, but don't complain. Be fair to them just as you expect the employer to be fair with you.

If the problem continues, or you need information, talk to the people at your closest Employment Standards Office listed below.

EMPLOYMENT STANDARDS OFFICES

CALGARY
Deerfoot Junction - Tower 3
Room 3312, 1212 - 31 Avenue N.E.
Calgary, Alberta T2E 7S8
Phone: 230-1057

EDMONTON
#402, 10339 - 124 Street
Edmonton, Alberta T5N 3W1
Phone: 427-9061

EDSON
Grande Trunk Shopping Centre
P.O. Box 1658, 5041 - 1 Avenue
Edson, Alberta T0E 0P0
Phone: 723-3341

GRANDE PRAIRIE
#3501, Provincial Building
10320 - 99 Street
Grande Prairie, Alberta T8V 6J4
Phone: 538-5243

LETHBRIDGE
#377 Government Centre
200 - 5 Avenue S.
P.O. Box 3014
Lethbridge, Alberta T1H 0H5
Phone: 329-5447

MEDICINE HAT
#317, 770 - 6 Street S.W.
Medicine Hat, Alberta T1A 4J6
Phone: 529-3524

RED DEER
2nd Floor, Provincial Building
4920 - 51 Street
Red Deer, Alberta T4N 6K8
Phone: 340-5153

ST. PAUL
#407, 5025 - 49 Avenue
P.O. Box 2109
St. Paul, Alberta T0A 3A0
Phone: 645-6349

HUMAN RIGHTS

The Individual's Rights Protection Act

One of the main purposes of the Act is to promote equal employment opportunities. If you can do the job, you should not be discriminated against.

The Act still allows the employer to hire the person most capable of performing the job.

The law is there to protect the person from discriminatory employment practices when and if the person needs it.

Be aware that domestics employed in private homes are not covered by the Human Rights legislation (i.e. baby-sitters).

Kinds of Discrimination

The Act prohibits discrimination in employment on the grounds of

- race
- color
- religious beliefs
- sex
- physical characteristics
- ancestry
- place of origin
- age
- marital status

Referral To The Commission

If there are any problems, get the facts straight. First, talk to your employer. If the problem still exists, or you need more information, talk to one of the staff at the Alberta Human Rights Commission.

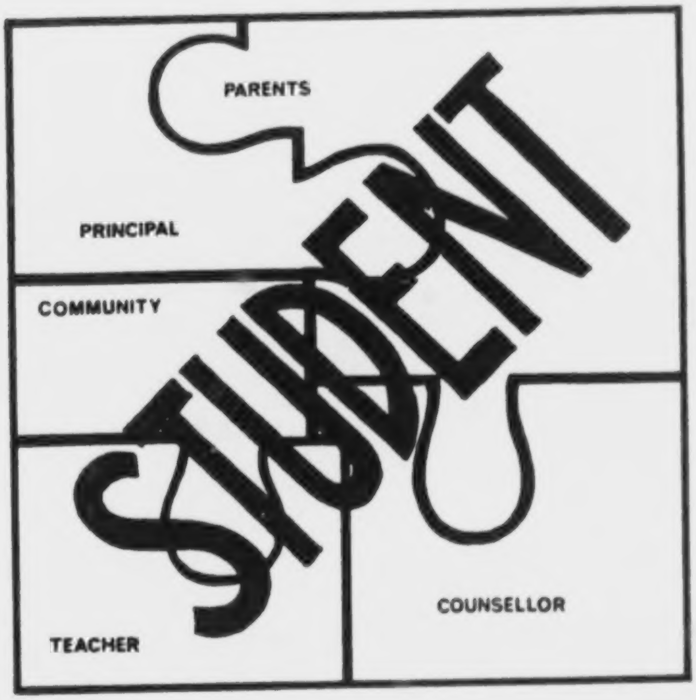
Alberta Human Rights Commission
133 - 8th Street S.W.
Calgary, Alberta T2R 1M6
Phone: 297-6571

or

Alberta Human Rights Commission
801 Kensington Place
10011 - 109 Street
Edmonton, Alberta T5J 3S8
Phone: 427-7661

UNIT 10

PRESENTATION SUMMARY


PARENTS
PRINCIPAL
COMMUNITY
STUDENT
TEACHER
COUNSELLOR

UNIT 10 - PRESENTATION SUMMARY

A. Purpose

- To review the information covered in the presentation.

B. Presentation Techniques

- Try to leave 3 - 5 minutes to summarize the steps in the job search process.
- Highlight the four major points to remember.
- An alternative is to summarize the article "Is it just luck?"
- You may choose to use an assessment form at the end of the presentation, to help in planning future job search presentations and other career planning and counselling activities.

IS IT JUST LUCK?

Have you ever wondered what makes employers select one candidate over another, or what process they use in the selection of an employee?

The employer's initial contact with the potential candidate is via application forms, resumes, and covering letters. If these are incomplete, undeveloped, sloppy, and/or rambling, they will surely be eliminated. From the applicants that are left, the employer will select candidates for the interview. Remember - it is only on pieces of paper that you can first sell yourself.

So do your research before you apply! Your knowledge of the specific job and the employer is crucial. Your method of presentation will indicate whether you know if the job is right for you.

Most employers welcome inquiries about the position being advertised.

While making personal contact can assist you, it is not the time to talk about your qualifications or to deliver your case. Present yourself only for the reason of finding out more about the specific job and the organization.

In the final step of the selection process - the interview - the employer will be looking for a candidate with the best overall qualifications.

It is, therefore, critical that you have thought through your answers to potential questions before the interview. The more prepared you are for the job interview, the more comfortable and relaxed you will be and the more able to present yourself in the best way.

Prepared by Career Services Branch, Alberta Manpower.

C. Information

We've taken a brief look at the job search process and we've seen the importance of:

- FIRST IMPRESSIONS

- the way you present yourself, whether it's in person, on paper, or over the telephone may help you or prevent you from getting the job.

- BE PREPARED

- when employer canvassing, filling out an application form or going for an interview,
- carry a completed personal fact sheet with you, and
- know what you want, what a company has to offer you, and what you have to offer the company.

- POSITIVE ATTITUDE

- employers like to know that you want to work, so
- show that you care about a job through your enthusiasm, initiative, and attitude.

- REALISTIC EXPECTATIONS

- the economy has made the job market very tight, so more applicants are competing for fewer jobs, therefore
- you may not get either the exact job or the wage you want, but remember that every job gives you more experience for the next one.

If you go through all of these steps and don't get a job, maybe you should refer to the handout Why Applicants Don't Get The Job. Read it over and make sure that these reasons do not apply to you!

If a job doesn't come along, think about starting your own business or learning a new skill. Take a first aid course, get your bronze medallion, do volunteer work, anything that will give you experience, help you learn about yourself, and show that you can assume responsibility.

GOOD LUCK IN YOUR JOB HUNTING!!!!!

WHY APPLICANTS DON'T GET THE JOB

After going to the trouble of looking for a job, putting in an application form, and sometimes going through the tense time of a job interview, many of us end up receiving a 'we regret to inform' letter. Many times it is a photocopied letter, with no statement of how you blew it, if in fact you did. However, do not sit back and feel that the world is against you, or that the successful candidate was related to someone in Personnel. It is just possible that you were rejected for one or more of the following reasons cited by employers. So, **CHECK THEM, CORRECT THEM, AND TRY AGAIN!!**

Could some of these statements describe you and your approach?

- Incomplete, late, or sloppy application form
- Late for interview
- Failure to communicate clearly
- Lack of tact, courtesy, or maturity
- Overbearing, aggressive, conceited
- Makes excuses
- Appears lazy, intolerant
- No sincere interest in the job
- Places low priority on work
- Indecisive about goals
- No knowledge of job/company
- Overemphasizes money
- Emphasizes "who you know"
- Lack of career planning
- No outside interests
- Expects too much too soon
- Lack of eye contact
- Inappropriate handshake
- No experience
- Friction with adults
- Poor handling of money
- Radical ideas
- Fails to appreciate interviewer's time
- Does not ask questions
- Condemns past employers

If any of these statements hit home with you, it could be the reason why you were not successful in landing the job. Remember that competition for most jobs is keen, and the extra effort invested in researching the organization, completing a neat and accurate application form, and preparing for the interview could have a long-term pay-off.

JOB SEARCH PRESENTATION ASSESSMENT

School: ______________________ Grade: _____ Date: __________

1. How would you rate the information given? (circle) very poor 1 2 3 4 5 very good
   Comments: ____

2. What did you learn from the presentation?

   a) ____
   b) ____
   c) ____

3. Will you use the information given to help you find a job?
   Yes ___ No ___ Why or why not? ______________________
   ____
   ____

4. In what areas would you like more information? ______________
   ____
   ____

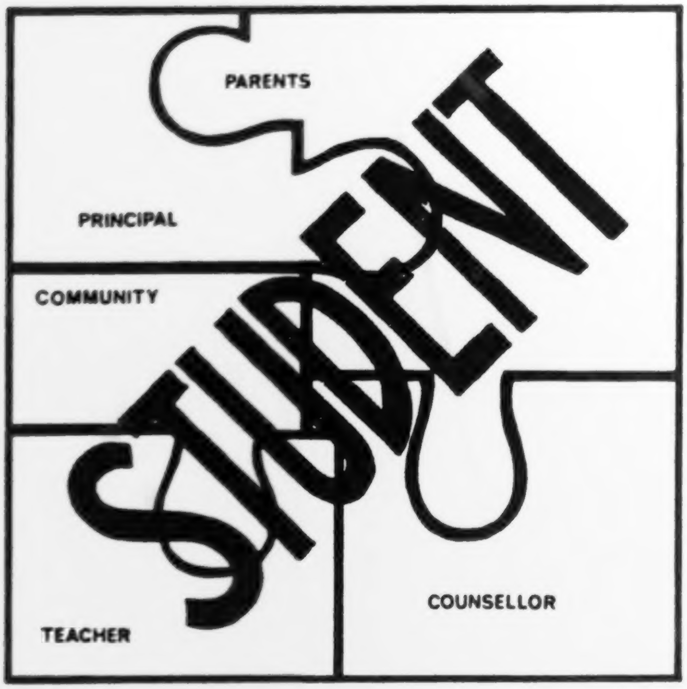
5. What information did you know that could have been left out of the presentation? ______________________
   ____
   ____

6. Have you seen a job search information presentation before?
   Yes ___ No ___

7. Further comments or suggestions: ______________________
   ____
   ____
   ____

UNIT 11

PREPARING FOR SPECIAL PRESENTATIONS


PARENTS
PRINCIPAL
COMMUNITY
STUDENT
TEACHER
COUNSELLOR

UNIT 11 - PREPARING FOR SPECIAL PRESENTATIONS

A. Introduction

The job search presentations result from a pooling of knowledge by all program participants, with trial runs of new information followed by a validation by teachers and/or employers to ensure that we are on the right track.

Use these informative guidelines but remember that every class is different. Be prepared to tailor the presentation to meet the needs of each class.

B. The Special Student

1. Introduction

Job search information presentations progress at a fast pace and assume a certain reading level on the part of a student. Students with special needs (e.g. learning disabled or mentally handicapped) need a presentation specific to their interests and abilities. This is not to say they should be provided with different information, but that the information should be tailored to fit the students.

Recognition must be given to the 1983 Medicine Hat Job Search Information Service, Ms. Dianne Fletcher, and the other Special Education teachers of the Medicine Hat School Division No. 76 who contributed to the development of this general information.

Thanks is also extended to the 1984 Calgary and Edmonton Job Search Teams who provided both clarification on regional differences and supplementary information.

Note that this information can easily be adapted for use in preparation of Grade 7 or 8 academic presentations.

2. Descriptions

As every class is unique, so is every student within it. The presenter must first obtain a working knowledge of some common descriptions and terms frequently used by Special Education teachers. The following descriptions were provided by Alberta Education Special Educational Services Branch.

(a) The Educable Mentally Handicapped Student is usually significantly behind others at this grade level in reading, arithmetic, and other academic subjects. Upon leaving school, the majority should be able to hold a job, manage their affairs, and otherwise provide for themselves and their family.

(b) The Trainable Mentally Handicapped Student is very unlikely to make meaningful achievement in the traditional academic subjects but is capable of profiting from instruction in living/vocational skills. The person may require consistent and continuous supervision of activities for life.

(c) The Hearing Impaired Student has an average hearing loss ranging from 25 to 70 decibels or more unaided over the speech range.

(d) The Speech Impaired Student has speech which deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes maladjustment.

(e) The Visually Impaired Student is one whose visual condition is such that it interferes with the ability to learn unless educational adaptations are made.

(f) The Learning Disabled Student manifests chronic disorders in one or more processes such as attention and concentration, perception, coordination, memory, reasoning, organization, and planning resulting in demonstrable weaknesses in language arts, mathematics, and/or social competence.

Learning disabilities are considered the primary disabling condition where the well-motivated student is underachieving relative to learning potential, and has no sensory impairment, no motor impairment, adequate learning opportunities, and an adequate learning environment.

Modification of the instructional process, the curriculum, and/or the learning environment are required to meet the student's unique learning needs.

(g) The Gifted or Talented Student, by virtue of outstanding ability, is capable of exceptional performance and, therefore, requires special programs beyond the regular school program to realize his/her contribution to self and society.

3. General Guidelines

(a) A Special Education teacher may spend weeks teaching his or her students job search techniques in much greater depth and breadth than the Job Search Information Service could ever hope to consider. Therefore, the presentations are most valuable to teachers if adapted to each class in accordance with

- the range of abilities within the class,
- teaching methods found effective with that class,
- student/class knowledge of job search information.

(b) In spite of their capabilities, gifted and talented students may not have more initial job search skills or experience than their age peers. However, they should be encouraged to consider challenging employment opportunities in keeping with their potential.

Visually impaired and hearing impaired students should be assisted to select employment possibilities which offer a challenge and a good chance for success. Special care must be taken to ensure that visually impaired and hearing impaired students do not reject opportunities because of misinformation or misinterpretation about their ability to perform successfully. Agencies serving visually impaired or hearing impaired can often provide useful information.

The apparent limitation in the academic achievement of learning disabled students should not disguise the fact that they are capable in other areas and may be excellent employees.

(c) There is an inherent danger with the presentation in that the student may not be cognizant of his or her realistic level of functioning and may develop grandiose employment expectations as a result of the presentation. Special care must be taken to stress realistic expectations. Just as students of limited ability may overestimate the employment level to be attained, gifted and talented, visually impaired, hearing impaired, learning disabled, and physically disabled students may underestimate the employment level they might attain.

(d) Tips for presenters to students having limited capabilities:

- Slow down. Don't expect to cover all of the information in 80 minutes and have it understood. If possible, divide the presentation material between 2 or 3 scheduled dates, providing this can be done cost-effectively.
- Use a combination of lecture and drama. These students are often more skilled at interpreting body language and movement than oral speech.
- Adjust your vocabulary level according to student understanding. For example, substitute words like employment and career with "job".
- Take time to define all unfamiliar words.
- Frequent comprehension checks and auditory and visual re-enforcement are a necssity. Visual aids are highly recommended as long as they are kept fairly simple.
- Always be prepared to change or eliminate items to maintain student interest.
- Stress working with others, production rates (i.e. getting a certain amount of work done in a given period of time), taking criticism, and realistic expectations throughout the presentation.
- Hand out and discuss only one item at a time to help keep things organized.
- Where feasible, do "hands-on" completion of the forms to ensure understanding.
- As many of these students have difficulty with abstract thinking, be sure that examples relate to activities within the scope of their experiences and abilities.

4. Adapting Presentation Information

This information is designed to help presenters adapt the existing material to the needs of a special group. As much of the basic information remains the same, only the notable exceptions and alterations will be referred to here.

(a) Personal Inventory

Because special students may require more than the usual amount of time to understand this information, it may be wise to omit this unit. However, if you do decide to cover the material, concentrate on actual student experiences and interests rather than the abstract concepts of career planning. Many of the words on the handout will have to be defined.

(b) **Personal Fact Sheet**

This section is very important for mentally handicapped students as it can help them prepare for application and interview procedures. However, presenters must keep it simple. The standard personal fact sheet can be substituted with the 'Personal Information Sheet' shown at the end of this section. This is only useful if the students recognize its value and keep it updated.

The wallet-size card also shown at the end of this chapter may be more useful. It contains essential information and can be carried at all times.

If possible, both forms could be completed in other classes, prior to the presentation, then briefly reviewed during the scheduled presentation.

These students are often enthusiastic about work that is fairly simple because they feel more comfortable with activities that involve repetition and routine. For example, they often mention that they can work as dishwashers. Build upon this (i.e. they could use this skill in a restaurant, bakery, cafeteria, etc.).

Other employment possibilities for these students include gardening, assembly lines, woodworking, sorting, sewing, warehouse, and janitorial jobs.

Stress that students must take their information sheets with them every time they go to see an employer.

(c) **Ways to Look**

These students will need the assistance of another person to conduct an effective job search, so instruct them to ask for help from a teacher, parent, or friend.

Teachers have commented that the **WAYS TO LOOK** board with removable slats over the answers is an excellent idea. Discuss each avenue as it comes up, using frequent examples from the local area. Role-plays of initial contact with an employer or of telephone conversations are also generally well received.

The students have to rely heavily on personal contacts and an emphasis should be placed on the importance of the first impression. Elaborate on exactly what things make a good impression (i.e. eye contact, neatness, and speaking in complete sentences).

Also stress the importance of attitude, appearance, building a good work record, perseverance in a job hunt, and volunteer work.

Employer canvassing is difficult for these people. Have them practice with a partner or with you. Placing a simple script on the board may help them out. (e.g. "Hello, my name is ____. I am looking for work and would like to fill in an application. Thank you.")

(d) **Application Form**

Mentally handicapped students usually need help when completing application forms. They can be confused about where to put their answers on the form (i.e. above, below or beside the space). Thus, these students will need to spend a considerable amount of time on this section before or after the presentation.

Sample copies of real application forms from local businessmen can be useful, but be sure that "SAMPLE" is clearly printed across each form.

Encourage these students to ask the employer if they can take the application home to complete it. Note that in some cases, employers aware of handicaps may assist these applicants in completing the forms in an interview-like situation.

A physically handicapped student should state the disability on the application form so the employer will know the applicant's limitations. For example, a deaf student probably won't be able to deal with telephone communications.

(e) **Resume/Covering Letter**

It may be necessary to delete this section with very low functioning students. If any information is requested of students with limited ability, explain what a resume is and what it is used for, relating it to the personal inventory, personal fact sheet, and application form. Recommend that they find help if they ever need to prepare one.

(f) **The Interview**

This section warrants the greatest time allotment and is usually the most popular part of the presentation because of active student involvement. Go through the good/bad/shy role plays, using every opportunity you can to stress the importance of a good first impression, neat appearance, and a good attitude. (Note: These students seldom are outgoing, so spend a good deal of time role playing to overcome initial shyness during the interview.)

Mentally handicapped students may have trouble interpreting the subtleties of situations. This necessitates giving clear explanations and using your own appearance and actions to demonstrate appropriate behavior (i.e. how to communicate in complete sentences, how to make eye contact, proper dress and posture).

Choose the student who could best play the part of the employer to ensure that reading skills are not a problem.

Provide concrete examples of questions they can ask during interviews. Often they will inquire about coffee breaks and lunch because of familiarity with these terms. They can also over-emphasize money, so guidelines about this must be given.

Be aware that an employer who knows that a candidate is handicapped may make the interview less complicated than usual.

Point out that not being offered the job after an interview is not a rejection of the student as a person. It simply means that he/she was not suited for the position or another applicant was better qualified. Mention that an unsuccessful interview is a good learning experience and that practising interviews will make them more confident.

One teacher suggested using a videotape of the interview role plays prior to the presentation so students could do their own role plays and show what they have learned. If you have access to videotape equipment, it is a good learning and reviewing resource.

(g) Expectations

Many of these students will lack a clear understanding about behavior that is expected and acceptable in the work place. Care should be taken to explain not only general rules to follow, but also how following these rules will make the workload easier for all employees.

Areas to stress include punctuality (including arranging buses so they won't be late), honesty, conscientiousness, positive communication, earning money, and starting at the bottom. Role plays and discussion are effective teaching methods for this section.

Spend time discussing the transferability of skills from one job to another. Be sure to clarify terminology. Encourage students to use each job as a building block for the next one.

(h) **Legislation**

As this section is complex and potentially very confusing, the bulk of this material can be explained when more time is available.

Simply outline minimum wage, employment restrictions, and human rights. For example, discuss employment restrictions by saying, "If you are 13 - 15, these are the jobs you can have . . ."

Clearly explain individual employee responsibility for keeping a record at home of the dates and hours worked and for checking each pay cheque with a knowledgeable friend to ensure proper payment has been received. Explain that if a problem does occur, the student should remain calm and seek advice from the very helpful staff at the Employment Standards Branch.

(i) **Presentation Summary**

At the end of the presentation, review the material. Some effective questions include,

- "What things have you learned today?"
- "What did we talk about first?"
- "What else did we talk about?"
- "What would you do in this situation?"

5. Handouts and Role Play Scripts

(a) PERSONAL INFORMATION SHEET

1. Last Name ______________________________

2. First Name ____________________ Middle Name ________________

3. Mailing Address: Street and Number ____________________
City and Province ____________________
Postal Code ____________________

4. Telephone Number: Home ______________ Business ______________
Messages ______________

5. Social Insurance Number ______________________________

6. Alberta Health Care Number ______________________________

7. Date of Birth ______________________________
Day Month Year

8. Place of Birth ______________________________
City Province Country

9. Height ____________________ Weight ________________

10. Employment History

Position: ________________	Position: ________________
Employer: ________________	Employer: ________________
Supervisor: ________________	Supervisor: ________________
Address: ________________ ________________	Address: ________________ ________________
Telephone No.: ____________	Telephone No.: ____________

11. References

Name: ________________	Name: ________________
Position: ________________	Position: ________________
Address: ________________ ________________	Address: ________________ ________________
Telephone No.: ____________	Telephone No.: ____________

12. Education

Name of School	Highest Grade	School Started	Ended

13. Special Skills, Machines Operated ______________________________
____
____

(b) PERSONAL DATA WALLET CARD

PERSONAL DATA CARD

Address: ____________________

____

Telephone (Home): ____________

(Messages): ____________

Social Insurance No.: __________

Alta. Health Care No.: _________

School Attended: ____________

From: _________ To: _________

Previous Employment

Position: ________________

Employer: ________________

Address: ________________

Telephone: ________________

References

Name: ________________

Address: ________________

Telephone No.: ____________

This wallet card is designed to be printed on both sides of a thin cardboard or thick paper and several samples provided for the use of each student.

(c) SAMPLE EMPLOYER INTERVIEW SCRIPT

- Good Morning! I'm Mr./Ms. _________.
- Well, why do you want to be a gardener?
- Do you have any experience related to gardening?
- May I contact your references?
- Are you willing to work shifts?
- What do you do in your spare time?
- I have no more questions. Is there anything you would like to ask me?

C. The Rural Student

1. Introduction

Job Search presentations are equally useful in smaller communities. Recent studies indicate that there are minimal differences between urban and rural students in occupational aspirations and lifestyles. However, differences in accessibility of programs and opportunities to pursue career goals are apparent. Thus, rural job search presentations should include statements that compare small community employment related norms and practices to those of larger centres.

2. Definition

For the purpose of this unit, the definition of a rural school will be "any school that is situated in the country or one that is in a community of less than 10,000."

3. Background Information

Social, economic, and geographic factors have a strong influence on student awareness, accessibility to occupational programs, and opportunities to pursue career goals.

For example, proximity to an urban centre is a key factor. Citizens of a community very near a large city obviously will have exposure to a greater variety of employment services and opportunities than those in outlying areas.

The population of a community determines how many jobs there are. Smaller communities have limited numbers of businesses (i.e. fast food outlets, convenience stores, etc.) that usually hire students. Instead, youth may have to rely on home responsibilities (i.e. farming, baby-sitting) for experience.

In addition, a community will be affected by the general economic trends of the province, such as the decreased employment opportunities resulting from the current recession. Although some rural communities have been relatively immune, most are now beginning to feel the effects of a sluggish economy. For example, a number of people have returned to their home farms, thus decreasing employment opportunities for non-family members in rural settings.

Urban and rural students generally have the same broad types of life experiences. But the specifics of these may vary considerably, resulting in differing interpretations of the same information. For example, when you say "video games", an urban student may picture an arcade, whereas the rural student may think of the games purchased by the family. Transportation to a city dweller can include access to a transit bus; for rural students it generally means a vehicle and a driver's license.

4. Adapting Presentation Information

The basic information is the same, but examples have to be made more relevant to rural student experience. As well, more detail is provided on what students can expect if they relocate to larger centres to look for work. This means that a presenter has to assess carefully the students to determine the information most valuable for both their current and future needs.

(a) Introduction

Use the introduction to sell the upcoming information and generate student enthusiasm.

Immediately identify those students who think they do not need job search information because they plan to remain on the farm and spend a minute stressing the future value of the information to them. For example, comment on trends affecting rural areas today. Ask them if they know of any farmers who are taking second jobs elsewhere. Undoubtedly at least one student will know of someone who has to find another job. Remind them that some students also seek employment elsewhere just to get away from home for a year or two, and that they may need the information if they ever are employers. "A person never knows when they'll need the information, so store it away for future use."

(b) Personal Inventory

Farms tend to be increasing in size and technology. As a result, many farmers are realizing the need for more education or a second source of income to maintain operations. Thus, students can be faced with the decision of remaining on the farm, seeking relevant post-secondary education and returning to the farm, or pursuing another career elsewhere. The personal inventory can help students with this decision-making process.

Researching a career can be difficult for rural students because the school may not have a wide variety of career information materials available. Explain how they can overcome this by writing larger libraries or requesting information from Alberta Manpower Career Information Services for them. Briefly identify how Alberta Career Centres and Canada Employment Centres can help them after they are out of school.

Mention that students can find out about occupations available in their own communities simply by speaking to people involved in their areas of interest.

(c) **Personal Fact Sheet**

When discussing the personal fact sheet, be aware of experiences that the students have gained. Take proximity to an urban centre and the degree to which they use its services into consideration.

Other teachers, district home economists, and students can add to the following list of clubs and activities common to rural students:

4-H Clubs
Snowmobiling
Camping
Canoeing
Curling
Orienteering
Hockey
Hunting and Fishing
Baseball
Skiing (Cross-country, downhill, water)
Motorbike and Motorcross riding
Junior Forest Wardens (certain areas only)
Taxidermy
Rodeoing
Swimming
Roping and Horseback Riding

Note that the major differences between lists for urban and rural students result from access, or lack of it, to large multi-purpose facilities (i.e. indoor swimming pools, racquetball clubs, etc.) Most small communities have arenas, curling rinks, and community halls.

Participation in 4H is very popular in rural communities because it gives young people between the ages of ten and twenty-one opportunities to become involved in a wide variety of activities. 4H clubs are centered around one specific activity that can range from the more common Beef and Sewing clubs to the newer Computer, Photography, or Interior Design ones. Each participant is responsible for completing a project from start to finish and keeping a detailed record book of their activities. Positive recognition of participation in 4H activities (especially winning any 4H awards such as Public Speaking, etc.) by many employers and the public at large could be one reason why 4H clubs are beginning to appear in urban areas.

Many rural students have limited or no work experience away from their farms because the distance they must travel makes it economically unfeasible. Further, because they have been "helping out" all of their lives, they may not realize the value of family responsibilities. Thus, it is important to help these students identify the skills they have learned at home and help them analyze their applicability to other jobs. For example, even when working at home, farm students usually keep fairly regular work hours. Machinery used for farming is very complex, and although easy to operate, requires skill to maintain and repair. Most farm students must also show responsibility and good time management, especially during the peak work periods of harvest or seeding. If there is livestock on the farm, a student can also learn about the care and handling of animals.

When distributing the handout, be sure to

- clarify that home address and permanent address are both mailing addresses and not a land description.
- discuss how to obtain Social Insurance Number kits in rural centres that do not have direct access to a Canada Employment Centre.
- explain why the Work Experience Program is listed on the handout if the school does not offer this program.
- explain that non-school courses may include workshops coordinated by clubs.
- ensure that students who have worked on farms understand how to list the employer's name correctly. Remind them that the incorporated name for a farm is used; a person's name will only be used if the farm is unincorporated.
- have the students identify each piece of machinery they have used either on or off the farm, so they realize the importance of having operated a variety of equipment.

- emphasize that it is important to ask permission to use a reference, even in small communities where everyone supposedly knows each other, because it shows respect for the references and helps them prepare answers. Be sure to explain that relatives are usually considered to be biased references.

(d) **Ways To Look**

In small communities most jobs are found through personal contacts, yet the presentation describes other avenues of finding jobs (i.e. employment agencies) that are not available in rural areas. Therefore, define that the information is for both current (rural) job search strategies and potential future (urban) requirements.

Give the students tips on how to use unfamiliar sources such as the Yellow Pages or employment agencies. Clarify the names and purposes of Canada Employment Centres (often called the Unemployment Office or Manpower), Alberta Manpower Career Centres, Youth Employment Centres, Hire-A-Student, and the Canada Farm Labour Pool. You may also find this a good opportunity to mention any government wage subsidy programs for which farmers may be eligible.

The existence of internal employment bulletins in private companies and government will likely be new information to these students. Be sure they understand how they can access these in future job searches. If possible, have samples available. (Note: Alberta government bulletins can be obtained at an Alberta Career Centre or through the Hire-A-Student Resource Section.)

Contacting people you know for a job (as frequently happens in small communities) can be difficult. Thus, you want to stress the importance of making a good "employee" first impression on employers who are family friends or acquaintances. Indicate that it is important to approach all employers in a professional and polite manner, as it shows respect for yourself and the employer. Add that professionalism does not mean wearing a three piece suit and carrying a briefcase, but simply refers to demonstrating a good attitude toward work and the ability to sell your attributes to potential employers.

Creating your own job possibilities are limited only by the imagination of the students. Outline the basic steps involved and suggest some ideas to get them thinking about their own potential businesses. Some possibilities in rural areas include general farm labor, an animal sitting business for cattle ranchers or small farmers (especially popular on long week-ends or New Year's Eve), painting, fencing, landscaping, and other types of labor services. Farm sitting for routine work can be profitable in winter (e.g. checking fuel tanks and machinery to ensure no vandalism has occurred or that pipes have not frozen, clearing driveways of snow drifts).

(e) Application Forms

Application forms are a vital part of any job search. Maintain interest and relevance by indicating that the information is also applicable to any type of application the students may have to complete (i.e. government grant forms, etc.).

Because small community businesses may not use application forms, rural students may find it especially beneficial to develop a business card that shows name, address, phone number, and interests to leave with employers for future reference.

(f) Resumes/Covering Letters

Cover this information as outlined in the core information. As with all units, use examples that relate to rural student experience.

(g) The Interview

Generally, the hiring process in small communities is quite informal. Thus, few rural students have experienced an interview, especially a structured one lasting more than fifteen minutes. Do as many role plays as time permits to help familiarize these students with interview processes. As these students often are interviewed by people who know them, be sure to explain that this can make an interview more difficult due to unspoken expectations.

Detail methods of researching a company in order to prepare for an interview.

Stress the importance of a good first impression during the interview, appropriate dress, and the general rules for behavior (i.e. no gum, arrive early, etc.).

(h) Expectations

It may be especially important for a rural student to determine exactly what the employer's expectations of him/her are. In small communities, it is not unusual for everyone to hear if an employee does something wrong and a reputed poor work performance can hurt a student's opportunity for future employment.

The following scenario illustrates what can happen and why you need to stress the importance of two-way responsibility for clear communications between employers and employees during the presentation.

> "A local farmer hired a neighbor to help out on the farm. As the boy did not have transportation, the farmer gave him a car to drive to and from work. Everything was working out fine until another neighbor commented to the farmer that he saw him going to town more than usual. The farmer, of course, was not doing so and through questioning, discovered that the boy had been driving the car into town almost every night. In fact the boy had unintentionally taken advantage of the employer because he had not taken time to clarify the rules. This kind of situation causes hard feelings, which are particularly bad when it occurs between neighbors."

(i) Legislation

You must emphasize the fact that farm and domestic labor are not covered by an legislation except the Wage Recovery and Termination Act. Clearly explain that students working in either area must get their hours, pay deductions, working conditions, etc. in writing before they begin work and that they should keep their own records of hours worked. Not only does this help them in the case of a wage recovery complaint, but it also teaches the student to approach work in a businesslike fashion.

(j) Presentation Summary

Complete as you would for any presentation. Advise the students to keep their handouts for future reference.

Because other members of the community have limited access to job search information, suggest that the students share what they have learned with any friends and family who are looking for work.

D. Native Students

1. Introduction

Previous Job Search presenters have asked for guidelines on adapting presentation content to the needs of Native students, particulary those on reserves.

Most reserves have employment officers who participate in hiring students. They are well-qualified in terms of administration and personnel. A Job Search presenter should contact the employment officer to establish the presentation. The employment officer would outline any special requirements or interests of the Native students.

2. Adapting Presentation Information

As with the other special presentations, the core information remains the same, with exceptions and alterations made after discussion with the employment officer.

(a) Personal Fact Sheet

As Natives may not have the birth certificate needed to get a Social Insurance Number, explain how they can obtain one and indicate that they can use their Indian Status cards for the second piece of required identification.

Native student interests do not differ from those of non-Natives; but they may have some additional interests as shown in the following Native oriented activities that can be used to supplement common examples:

- awards and achievements can include awards for traditional and fancy dancing at pow wows and involvement in Native arts and crafts.
- non-school courses can include life skills programs common on reserves. Note that these may be more applicable to older students.

- assisting in setting up, drumming, or dancing at pow wows and Indian Days.
- sports popular on reserves include rodeo events, hockey, and boxing.
- some suggestions for hobbies are traditional and fancy dancing, beadwork, leatherwork, or making their own dance outfits.
- home and neighborhood duties could include helping elderly people in the community, grandparents, parents, siblings, or other children with various activities and chores.
- stress that they do not use close relatives as references, but recognize that this may cause problems because they are often related to a large number of people on the reserve.
- suggest that band council members, teachers, and coaches would be good references but permission must be obtained from each person before being named as a reference.

(b) Ways to Look

Add Native Outreach to the list. This organization is set up to place Native people into employment, promote the hiring of Native people into all sectors of employment, and promote the development of Native people in the Canadian society.

Their personnel provide career counselling, job referral, and information directly relating to Status Indians (i.e. funding for training, government funded programs for Natives, etc.). Native Outreach office locations are:

EDMONTON - Head Office
2nd Floor, 10704 - 108 Street
Edmonton, Alberta
T5H 0X2
428-9350

CALGARY
201, 1211 - 14 Street S.W.
Calgary, Alberta
T3C 1C4
245-4374

HIGH LEVEL
Box 480
High Level, Alberta
T0H 1Z0
926-3655

HINTON
#202 Summit Building
Box 1409
Hinton, Alberta
T0E 1B0
865-7811

FORT MCMURRAY
2, 303 - 8706 Franklin Ave.
Fort McMurray, Alberta
T9H 4G8
743-4040

LETHBRIDGE
535 - 13 Street N
Lethbridge, Alberta
T1H 2S6
320-9010

GRAND CENTRE
Box 1168
Grand Centre, Alberta
T0A 1T0
594-7360

The band council is a major employer on reserves and can provide a wide variety of experience for Native youth, as well as information on Alberta Manpower's Employment Counselling and Relocation and Opportunity Corps services.

If there is a Canada Employment Centre with an Outreach Program in the area, information may be obtained from them regarding job opportunities.

(c) Application Form

Make this the focus of the presentation.

If students seem unsure about individual bondability, encourage them to contact Native Counselling Services for more information.

Having students complete the application form with your guidance may make it a better learning experience. Develop a sample job description that would be suitable to the students and discuss each answer in detail.

(d) Resumes/Covering Letters

Cover this information as would be done for other presentations. Ensure that students understand the purpose of a resume and how to develop one. Refer them to Native Outreach for further assistance.

(e) The Interview

This is one of the more difficult steps in the job search process for everyone. Outline, then demonstrate basic interpersonal skills (i.e. making eye contact, posture, dress) and communication (i.e. speaking clearly and loud enough).

It may be beneficial to do one good role play, and then do short (one or two question) role plays with each student to give them personal advice. Reinforce that they should attend an interview alone and be on time.

Students should be reminded to announce their arrival for the interview to the receptionist or secretary first. Role playing of these introductions could be practised as a preliminary to role playing the interview.

Do make clear to the students that it is right and proper to make the follow-up telephone call if they have not heard further about a job application. Reassure them that this is not at all rude or harassing, but that potential employers appreciate knowing the student is really interested in the job. Some role playing on this topic may be useful.

The script on page 11 - 23 was developed for use in Native presentations.

INTERVIEW ROLE PLAY

Applicant: (Knock on door. Wait for employer to answer.)

Employer: (Open door. Extend hand for handshake.) "Good afternoon, my name is _____. Come in please and sit down." (Walk over to chair and sit down.)

Applicant: "Thank you. My name is _____." (Sit down.)

Employer: "What experience do you have for this job?"

Applicant: "I have helped set up tables and organize events for pow-wows. Also, I did some work experience at the band council office and I had to organize files, answer the telephone, and type papers."

Employer: "Why do you want this job?"

Applicant: "I would like to be an administrator some day so I need to obtain some experience in this area."

Employer: "Do you have any references I could contact?"

Applicant: "Yes. Here is a list of my references. I have contacted them and they are willing to answer your questions."

Employer: "When would you be available to start work?"

Applicant: "I would be available starting Monday for after school work and weekends. In July and August, I would be available to work full-time hours. You can contact me by phoning my uncle's telephone number that is indicated on my application form."

Employer: "Good. Do you have any questions you would like to ask?"

Applicant: "Will I be operating any equipment on this job?"

Employer: "Yes, you will be using a computer. We will train you on it and provide you with manuals as well."

Applicant: "That sounds interesting. When will you be deciding on this job?"

Employer: "I will be selecting a person later this week and phoning him/her. If you don't receive a call or a letter in a couple of weeks, feel free to phone and find out what has happened."

Applicant: "Thank you for your time." (Smile, shake the employer's hand and leave.)